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ABSTRACT

This report describes the status of Texas public education in six chapters. The first chapter is a summary compilation of overall student performance on the state performance assessments. Over 78 percent of all students taking the Texas Assessment of Academic Skills (TAAS) passed all tests taken compared to 73 percent in 1998. This is impressive because students who were formerly excluded (students in special education and Spanish TAAS test takers) from the accountability system were included for the first time. Student dropouts is the subject of the second chapter. The 1997-98 annual dropout rate has stabilized over the past 2 years and is now at 1.6 percent. Chapter 3 presents the progress the state is making on the Academic Excellence Indicators established in law and/or adopted by the Commissioner of Education or the State Board of Education. The measures and indicators, among others, include: cumulative percent of students passing the exit-level TAAS; percentage of students taking end-of-course tests; and attendance rates and completion rates. Chapter 4 concerns district and campus performance in meeting state accountability standards. The number of districts and campuses who received exemplary and recognized ratings from the state accountability system continued to increase over the previous years. Chapter 5 concerns deregulation and waivers. A large decrease in the number of waivers granted reflects the increased local control provided to districts through changes in statute and board rules. The last chapter provides information on the funds and expenditures of the Texas Education Agency. (MLF)

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ED 440 439

A Report to the 76th Texas Legislature

from the Texas Education Agency

1999 Interim Report on Texas Public Schools

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EA 030347

December 1999

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TEXAS EDUCATION AGENCY
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December 1, 1999

The Honorable George W. Bush, Governor of Texas
The Honorable Rick Perry, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

This *1999 Interim Report on Texas Public Schools* describes the status of Texas public education, as required by Section 39.185 of the Texas Education Code. The report must be submitted by December 1 of each odd-numbered year.

This report contains six chapters on the following topics: a summary compilation of overall student performance on the state performance assessments; student dropouts; state performance on the academic excellence indicators; district and campus performance in meeting state accountability standards; deregulation and waivers; and funds and expenditures of the Texas Education Agency.

If you require additional information, please contact the agency staff listed at the end of each chapter.

Respectfully submitted,

Jim Nelson
Commissioner of Education

1999
Interim Report on Texas Public Schools

A Report to the 76th Texas Legislature from the Texas Education Agency

December 1999

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Executive Summary

The following are highlights of the *1999 Interim Report on Texas Public Schools*:

- Over 78 percent of all students taking the Texas Assessment of Academic Skills (TAAS) passed all tests taken* compared to 73 percent in 1998. This is impressive because students who were formerly excluded (students in special education and Spanish TAAS test takers) from the accountability system were included for the first time. In 1998, 91.1 percent of eligible students were tested and 76 percent were included in the accountability system. In 1999, 89.3 percent of the eligible students were tested and 84.2 percent were included in the accountability system.

  * *Includes results of reading, mathematics, and writing TAAS for all students in Grades 3-8 and 10. For 1999 this includes performance of students in special education, Grades 3 and 4 reading and mathematics scores of the students who took the Spanish TAAS, and the 1,892 students who qualified for the end-of-course credit and did not take the exit-level TAAS. Prior year results do not include special education or Spanish TAAS results.*

- In looking at all students included in the accountability system from 1994 through 1999, students have made tremendous gains on the TAAS tests, especially in mathematics. Minority students and economically disadvantaged students have made especially impressive gains. For example, between 1994 and 1999, 8th grade African American students posted a passing rate that was 20.9 percentage points higher in reading; 40.5 percentage points higher in mathematics, 25.9 percentage points higher in writing, and 17.5 percentage points higher in all tests taken. At Grade 4, from 1994 to 1999, Hispanic students increased their passing rates in reading by 18.4 percentage points; mathematics by 35.8 percentage points; writing by 6.3 percentage points; and all tests taken by 30.1 percentage points. At Grade 10 between 1994 and 1999, students who were identified as economically disadvantaged improved their passing rates in reading by 19.2 percentage points; mathematics by 31.3 percentage points, writing by 14.6 percentage points; and all tests taken by 29.1 percentage points.

- Statewide, 90.0 percent of the Class of 1999 passed the exit-level TAAS, as compared to 88.7 percent for the Class of 1998. Passing rates were higher for all student groups, including those for minority students, students who were economically disadvantaged, and students participating in special education programs.

- The 1997-98 annual dropout rate remained unchanged from the 1996-97 level of 1.6 percent. For 1997-98, the agency prepared an actual longitudinal dropout rate for a cohort of 7th graders by following them for six years. This rate was 14.7 percent. In 1998-99, the accountability system also focused on computing completion rates for each class. Students are counted as completers if they graduate, receive a GED, or are still continuing their education. The completion rate for the Class of 1998 was 91.4 percent, an increase from the Class of 1997 with a rate of 90.7 percent and from the Class of 1996 with a rate of 89.3 percent.

- In 1997-98, 18.9 percent of students in Grades 9-12 completed at least one advanced course. This rate is up slightly from the 18.1 percent who completed advanced courses in 1996-97. All student groups demonstrated increases on this indicator.

- The average SAT I score for the Class of 1998 was 992, the same as for the Class of 1997. The average ACT composite score was 20.3 for the Class of 1998, up slightly from 20.1 for the Class of 1997. In 1998, the numbers of both SAT I- and ACT-tested graduates were up from the previous year — up 6.8 percent for the SAT I and 9.7 percent for the ACT in Texas. These surpass the national increase of 4.1 and 3.7 percent, respectively.

- The percent of 11th or 12th grade students taking at least one Advanced Placement (AP) or International Baccalaureate (IB) test rose from 9.7 percent in 1997-98 to 11 percent in 1998-99. The percent of examinations with scores above the criterion declined statewide from 57.4 percent in 1997-98 to 55.7 percent in 1998-99. The overall declines in the per-

centages of AP/IB examinations and examinees with high scores should be considered in the context of increased participation in the AP/IB examinations. Generally speaking with tests of this nature, as participation rates increase, overall performance tends to decrease. The fact that more African American students took these tests in 1998-99, and African American students also showed an increase in the percent with at least one score above the criterion (compared to 1997-98) is encouraging. In comparing Texas to the nation, Texas showed higher increases in the number of students taking the tests than was the case nationally. Across grade levels, there was a 16.5 percent increase from 1998 to 1999 in the number of Texas students meeting the criterion score, which was higher than the 12.5 percent seen at the national level.

- Texas 8th grade students participated in the 1998 National Assessment of Educational Progress (NAEP) writing test for 8th graders nationwide. Texas students registered a passing rate of 88 percent, compared to the national average of 83 percent. In a state-by-state comparison, 8th graders in Texas, Connecticut, Maine, and Massachusetts demonstrated the highest average writing performance among the 35 states participating in the NAEP writing assessment.
- From 1997-98 to 1998-99, the number of students taking the Algebra I end-of-course examination increased (from 17.4 percent to 18.0 percent) and the percent of students passing increased from 35.9 percent to 43.4 percent. The majority of students taking the Biology, English II, and U.S. History examinations passed — 76.4 percent, 72.7 percent, and 69.8 percent, respectively. These figures are based on all students included in the AEIS State Performance Report.
- The number of districts and campuses who received *exemplary* and *recognized* ratings from the state accountability system continued to increase over the previous years. The number of districts rated *exemplary* increased from 14 in 1995 to 122 in 1999, and the number of districts rated *recognized* increased from 137 in 1995 to 383 in 1999. The number of campuses rated *exemplary* increased from 255 in 1995 to 1,120 in 1999, and the number of campuses rated *recognized* increased from 1,004 in 1995 to 1,843 in 1999. These increases were in spite of the accountability standards being raised and more students being included over this time period. The number of campuses rated *low performing* decreased from 267 in 1995 to 95 in 1999; however, there were fewer *low performing* campuses in 1997 (67) and 1998 (59) than in 1999. Because of inaccurate reporting of dropout data, three districts earned a newly created rating of *unacceptable: data quality* in 1999.
- As of September 1999, 154 open-enrollment charter schools were in operation. In total, 170 charters have been granted by the State Board of Education, three of which are no longer in effect. In 1999, 21 charter schools received accountability ratings. Of the 15 charter schools rated through regular procedures, two were rated *exemplary*, three were rated *recognized*, seven were rated *acceptable*, and three were rated *low performing*. Of the six charter schools rated through alternative procedures, five were rated *acceptable* and one was rated *needs peer review*.
- The number of general state waivers granted in 1999 was 1,286. This is a large decrease from 1998 when 2,040 general state waivers were granted. This decrease reflects the increased local control provided to districts through changes in statute and board rules. The new rules eliminated the need for districts to request waivers for several course substitutions, thus giving them the local flexibility to meet the needs of their students and communities.

This report contains six chapters on the following topics, as required by Texas Education Code §39.185:

- a summary compilation of overall student performance on the state performance assessments;
- student dropouts;
- state performance on the academic excellence indicators;
- district and campus performance in meeting state accountability standards;
- deregulation and waivers; and
- funds and expenditures of the Texas Education Agency.

Student Performance

"Our accountability system issues performance ratings for school districts and campuses based on their performance on the Texas Assessment of Academic Skills (TAAS) tests, dropout rates, and attendance rates. Schools can be rated low performing if they don't meet minimum performance standards for both their overall student population and their minority and low-income students. This system has forced schools to pay special attention to those students and to devote additional time and resources to helping those students succeed in school."

Jim Nelson, Commissioner of Education, September, 1999

Student Performance Results 1998-1999

Texas public school students achieved record passing rates on the spring 1999 Texas Assessment of Academic Skills (TAAS), with 78 percent of the approximately 1.8 million students tested passing all tests taken. This passing rate for "all students" reflects the performance of students in both regular and special education programs (included for the first time) and is up from 73 percent passing last year and 53 percent in 1994.

Beginning in spring 1999, TAAS results used in the Academic Excellence Indicator System (AEIS) include the performance of students in special education as well as the performance of students not in special education. Therefore, the data in this summary, labeled "All Students," reflect this change. The 1998-1999 results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable *all* of their students to meet the future and its challenges.

Table 1.1 presents what subjects are tested at what grade levels in the statewide assessment program.

This overview summarizes statewide TAAS results for the 1998-1999 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, a six-year comparison of both the percentage passing rates and the Texas Learning Index (TLI) data are included; comparing data from six test administrations (spring 1994 through spring 1999) allows an illustration of five years' worth of gain. (Note that all data, including data from the years 1994 through 1998, include the special education students' results, which previously were reported separately.) Also included are statewide data from the administration of the Spanish TAAS tests and the Algebra I, Biology, English II, and U.S. History end-of-course examinations.

Table 1.1

Grade Level	Subjects Tested
3	reading and mathematics (English and Spanish)
4	reading, mathematics, and writing (English and Spanish)
5	reading and mathematics (English and Spanish)
6	reading and mathematics (English and Spanish)
7	reading and mathematics (English)
8	reading, mathematics, writing, science, and social studies (English)
10 (exit level)	reading, mathematics, and writing (English)
Varies	Algebra I, Biology, English II, and U.S. History (English)

District- and campus-level results are available in the Academic Excellence Indicator System (AEIS) accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency or can be accessed at the TEA web site **http://www.tea.state.tx.us/**.

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Comparison of Results Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations 1994-1999

From 1998 to 1999, mathematics passing rates at Grades 4, 5, and 7 each rose 5 percentage points, while Grades 8 and 10 each showed a 6-point gain. In reading, Grade 3 posted a 5-point gain, and Grade 8's passing rate rose 7 points.

Table 1.2 highlights spring 1994 through spring 1999 results for each subject area and the all tests taken category. For purposes of comparison across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

The 1999 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In **reading**, the percentage of students meeting minimum expectations rose across all grade levels. Reading scores ranged from 83 percent of all students meeting minimum expectations at Grade 7 to 88 percent meeting minimum expectations at Grades 3, 4, 8, and 10. The reading TAAS data are presented graphically in Figure 1.1.

In **mathematics**, most grade levels made notable gains from 1998 to 1999, with the most impressive improvement at Grades 8 and 10 (a 6-point gain). Scores ranged from 81 percent meeting minimum expectations at Grade 10 to an unprecedented 90 percent meeting minimum expectations at Grade 5. The mathematics TAAS test data are presented graphically in Figure 1.2.

Writing scores improved at all three grades tested in this subject. Scores ranged from 85 percent meeting minimum expectations at Grade 8 to 90 percent meeting minimum expectations at Grade 10. The writing TAAS data are presented graphically in Figure 1.3.

In addition, every grade level made gains in the **all tests taken** category; for the first time, all grade levels had passing rates at 75 percent or above. The percentage of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10)

(Continued on page 4)

Table 1.2
Percent Meeting Minimum Expectations, All Students, 1994-1999

	Reading						Mathematics						Writing						All Tests Taken					
Grade	'94	'95	'96	'97	'98	'99	'94	'95	'96	'97	'98	'99	'94	'95	'96	'97	'98	'99	'94	'95	'96	'97	'98	'99
3	76%	77%	78%	78%	83%	88%	61%	71%	73%	78%	78%	82%							56%	65%	67%	70%	73%	78%
	The reading scores for Grade 3 increased by 5 percentage points compared to 1998 results.																							
4	73%	78%	75%	79%	86%	88%	57%	68%	74%	78%	82%	87%	84%	83%	83%	84%	85%	88%	52%	61%	63%	67%	73%	78%
	Compared to 1994, the mathematics scores for Grade 4 have increased by 30 percentage points.																							
5	75%	77%	79%	81%	85%	86%	60%	69%	75%	82%	85%	90%							56%	64%	69%	74%	79%	82%
	Grade 5 reached the 90% passing mark in mathematics and registered a passing rate of 80% or higher for all categories.																							
6	71%	76%	74%	81%	82%	84%	58%	61%	73%	77%	82%	86%							53%	58%	65%	72%	75%	79%
	The mathematics scores for Grade 6 increased by 28 points over the period between 1994 and 1999.																							
7	73%	76%	79%	81%	82%	83%	56%	59%	67%	75%	79%	84%							53%	56%	63%	70%	73%	77%
	Grade 7 mathematics scores increased by 5 percentage points compared to 1998 results.																							
8*	74%	72%	74%	80%	81%	88%	55%	54%	64%	72%	79%	85%	66%	72%	72%	76%	79%	85%	47%	47%	54%	62%	68%	76%
	All the scores at Grade 8 increased substantially; in the all tests taken category, the passing rate climbed 8 percentage points.																							
10	75%	74%	79%	84%	86%	88%	55%	57%	63%	69%	75%	81%	79%	84%	83%	86%	87%	90%	50%	52%	57%	64%	69%	75%
	The writing scores for Grade 10 rose to 90% meeting minimum requirements.																							

*Does not include results of the science and social studies tests.

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Figure 1.1 Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations, All Students, 1994-1999

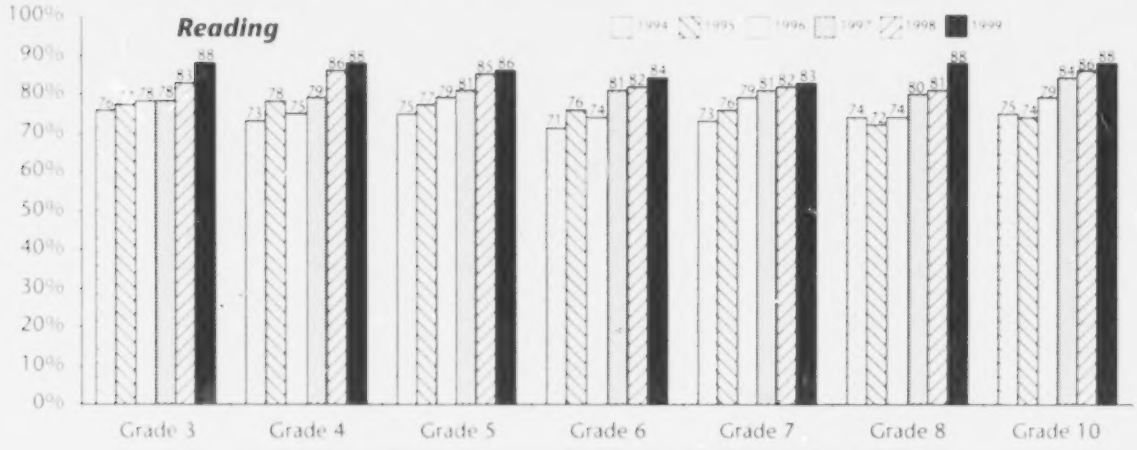


Figure 1.2 Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations, All Students, 1994-1999

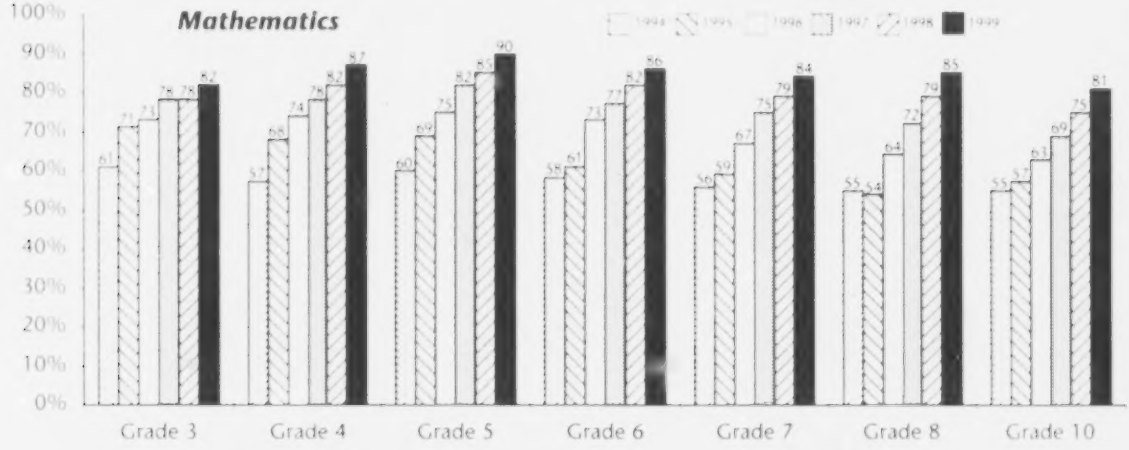
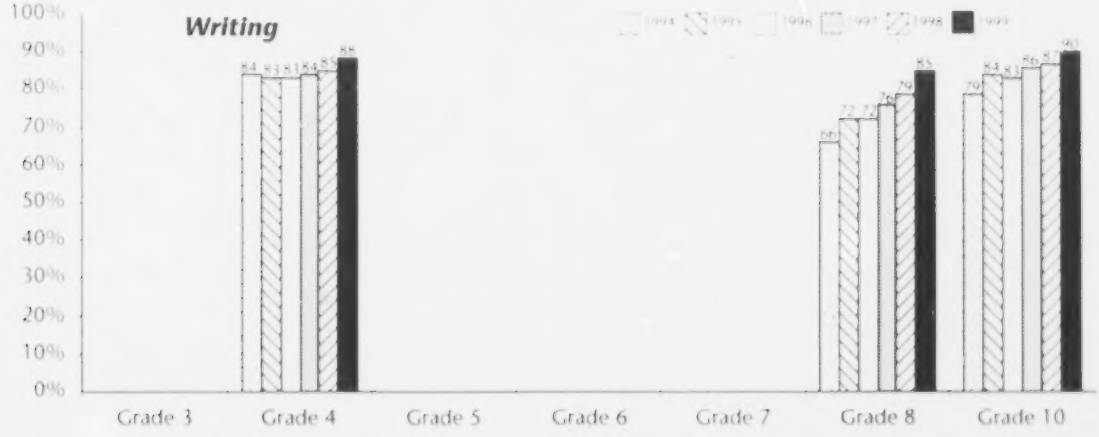


Figure 1.3 Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations, All Students, 1994-1999



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ranged from 75 percent at Grade 10 to 82 percent at Grade 5. The TAAS data for all tests taken are presented graphically in Figure 1.4.

Texas Learning Index

Spring 1999 marks the sixth year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard, was developed to allow students, parents, and schools the opportunity to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit-level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test (administered only at Grades 4 and 8 and at the exit level), the Spanish reading and mathematics tests (given only at Grades 3 through 6), the Spanish writing test (given only at Grade 4), the science and social studies tests (given only at Grade 8), and the end-of-course tests are reported as scale scores rather than TLI scores.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grade student to pass the third-grade reading and mathematics tests as it is for an eighth grade student to pass the eighth-grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 on the reading and mathematics tests would be expected to succeed on the exit-level test if the student's current academic progress continues.

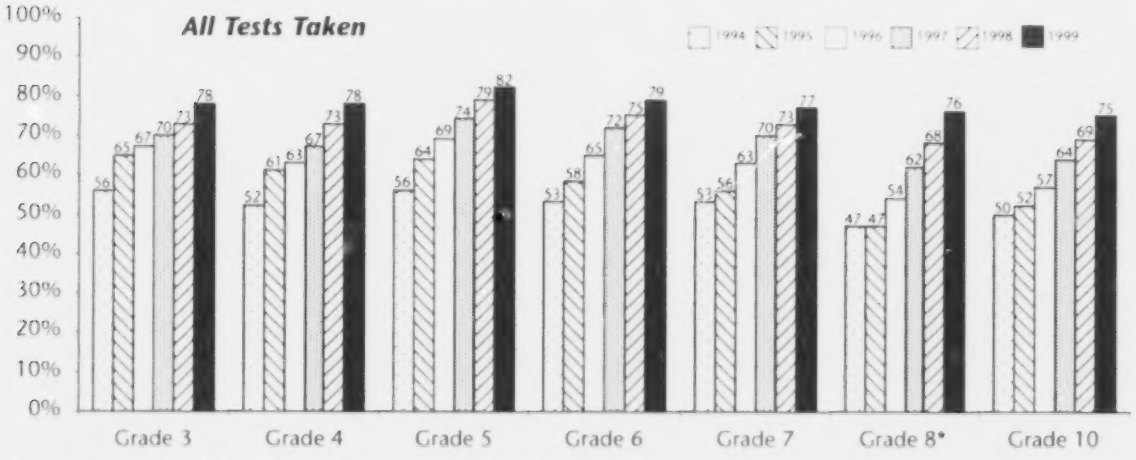
Average TLI: All Students

1999 TLI scores show continuing improvement at every grade level in both reading and mathematics.

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. The following tables present:

- six years of average TLI scores for each grade level, including the gain registered between the years 1994 and 1999 for both reading and mathematics

Figure 1.4 Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations, All Students, 1994-1999



*Does not include results of the science and social studies tests.

- a matched group's average TLI scores from 1994 to 1999

The data in Table 1.3 indicate that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 1999 TLIs in **reading** were in the 80s at all grades, ranging from 82.0 at Grade 7 to 84.8 at both Grades 4 and 5. Grades 4 and 10 exhibited the greatest six-year gain with an increase of 7.0 points. In **mathematics**, average TLI scores also increased at every grade level, with average 1999 TLIs ranging from 77.9 at Grade 3 to 83.0 at Grade 5. Since 1994, Grade 5 has exhibited the greatest gain, with an increase in average TLI of 12.8 points.

Table 1.4 presents six years of average TLI scores for the same set of students (the matched group). This matched group of 136,709 students were tested in both reading and mathematics every year from 1994, when the students were in Grade 3, through 1999, when they were in Grade 8. The data in Table 1.4 indicate that average TLI scores in both reading and mathematics have been rising steadily every year for these students. In **reading**, the group's average TLI score of 87.0 at Grade 8 represents a gain of 6.7 points over their performance on the Grade 3 test in 1994. The group's average TLI gain was even greater in **mathematics**, with a gain of 10.1 points when comparing their results on the Grade 3 and Grade 8 mathematics tests.

Grades 4, 8, and 10 Percent Meeting Minimum Expectations:

Results by Ethnicity
Results for Economically Disadvantaged Population
Spring TAAS Administrations 1994-1999

Note: This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

Table 1.3 Average TLI, All Students, 1994-1999

Grade-Level Comparison of Average Texas Learning Index														
	Reading							Mathematics						
							Gain/Loss							Gain/Loss
	1994	1995	1996	1997	1998	1999	1994-99	1994	1995	1996	1997	1998	1999	1994-99
Grade 3	77.6	77.3	77.5	78.5	81.2	83.5	5.9	69.7	72.7	75.4	77.3	77.0	77.9	8.2
Grade 4	77.8	79.5	78.6	79.4	83.1	84.8	7.0	69.8	73.8	76.1	77.6	78.7	80.5	10.7
Grade 5	78.1	79.0	80.1	82.3	83.7	84.8	6.7	70.2	73.8	76.2	79.2	80.7	83.0	12.8
Grade 6	77.7	79.0	79.5	81.9	82.4	84.3	6.6	69.7	71.7	75.6	77.5	79.2	81.2	11.5
Grade 7	77.3	77.9	79.7	80.6	81.3	82.0	4.7	69.6	70.9	74.3	76.2	78.1	80.4	10.8
Grade 8	77.0	77.0	78.4	80.4	81.7	83.9	6.9	69.1	68.8	72.5	75.3	77.3	80.0	10.9
Grade 10	77.1	77.0	79.1	81.2	82.9	84.1	7.0	69.3	70.5	72.1	74.3	76.4	78.5	9.2

Table 1.4 Average TLI Matched Group — 136,709 Students, Grades 3 through 8

Matched Group TLI Comparison							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Gain
	1994	1995	1996	1997	1998	1999	1994-99
Reading	80.3	81.9	83.5	86.0	85.5	87.0	6.7
Mathematics	72.5	76.5	79.2	81.2	81.8	82.6	10.1

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Grade 4

Mathematics scores for Hispanic and economically disadvantaged students rose 7 percentage points from 1998 to 1999.

The comparison of Grade 4 TAAS results (see Table 1.5) between 1994 and 1999 shows that African American, Hispanic, and economically disadvantaged students all have made impressive gains on the TAAS.

Both economically disadvantaged and Hispanic students' **reading** scores in 1999 rose 3 percentage points compared to the scores in 1998, with 82 percent and 84 percent meeting minimum expectations, respectively. Both African American and White students' scores improved by 2 percentage points to reach 79 percent and 94 percent passing, respectively. The comparison between 1994 and 1999 shows African American students made the greatest gain, with an increase of 23 percentage points.

Mathematics scores continued to rise this year. Compared to 1998 levels, the percent passing rose by 7 percentage points for both Hispanic and economically disadvantaged students, 5 percentage points for White students, and 4 percentage points for African American students. Scores ranged from 73 percent meeting minimum expectations (African American students) to 93 percent meeting minimum expectations (White students). The comparison between 1994 and 1999 shows impressive improvement — 37 percentage points for African American students, economically disadvantaged students, and Hispanic students.

Writing scores rose by 4 percentage points over 1998 levels for both Hispanic students (85 percent passing) and economically disadvantaged students (83 percent passing), 3 percentage points for White students (92 percent passing), and 2 percentage points for African American students (80 percent passing).

All tests taken results provide evidence of improvement across all groups of students. Scores in 1999 rose by 6 percentage points compared to the previous year's levels for both Hispanic students and economically disadvantaged students (73 percent and 69 percent, respectively). Percent passing results rose by 4 percentage points for White students (85 percent meeting minimum expectations). African American students' scores rose by 3 percentage points (62 percent meeting minimum expectations). The comparison between 1994 and 1999 indicates that Hispanic students made the greatest gain in this category, showing an impressive increase of 32 percentage points.

Table 1.5
Grade 4 Percent Passing

	Grade 4						Gain/Loss	
	94	95	96	97	98	99	1998-99	1994-99
Reading								
African American	56	61	60	66	77	79	2	23
Hispanic	64	70	66	71	81	84	3	20
White	83	86	83	86	92	94	2	11
Economically Disadvantaged	61	67	64	69	79	82	3	21
Mathematics								
African American	36	47	57	62	69	73	4	37
Hispanic	47	59	67	72	77	84	7	37
White	67	79	83	86	88	93	5	26
Economically Disadvantaged	44	56	64	69	74	81	7	37
Writing								
African American	72	71	74	73	78	80	2	8
Hispanic	78	78	79	79	81	85	4	8
White	90	88	88	89	89	92	3	2
Economically Disadvantaged	75	75	76	76	79	83	4	8
Passed All Tests Taken								
African American	32	39	45	50	59	62	3	30
Hispanic	41	51	53	58	67	73	6	32
White	63	72	72	77	81	85	4	22
Economically Disadvantaged	38	47	50	55	63	69	6	31

Grade 8

The 1999 reading scores climbed dramatically for the African American, Hispanic, and economically disadvantaged students; each group's passing rate rose 10 percentage points from last year's levels.

Table 1.6 presents the Grade 8 TAAS results from 1994 to 1999 for the four student groups.

Reading scores from 1998 to 1999 rose by 10 percentage points for African American, Hispanic, and economically disadvantaged students. White students gained 4 percentage points. African American and Hispanic students reached 81 percent passing; economically disadvantaged students posted an 80-percent passing rate; and White students reached 94 percent passing. The comparison between 1994 and 1999 indicates that African American students

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made the greatest gain, with an increase of 23 percentage points.

In **mathematics**, results showed improvement for Hispanic and economically disadvantaged students with a gain of 9 percentage points for each group from 1998 to 1999; African American students posted a gain of 8 points. Percent passing results for these three groups ranged from 74 percent for the African American group to 80 percent for the Hispanic group. White students continued to show improvement with a 92 percent passing level. Compared to 1994 levels, all groups have made significant gains. African American students have shown an impressive gain of 42 percentage points; economically disadvantaged students have gained 41 percentage points; and Hispanic students have gained 40 percentage points.

Writing scores continued to rise for all groups, with Hispanic students gaining 8 percentage points from 1998 to 1999 to reach a passing level of 79 percent. Economically disadvantaged students gained 8 percentage points, compared to last year's levels, with a passing rate of 77 percent. The passing rate for African American students rose by 7 percentage points and climbed to 78 percent. White students' scores rose 4 points to reach 91 percent passing. Gains from 1994 to 1999 ranged from 14 percentage points for White students to 28 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 1999 results show continued improvement by all groups. Hispanic students showed an 11-point gain over 1998 scores with 67 percent passing. African American students and economically disadvantaged students both gained 10 percentage points with 63 percent passing and 64 percent passing, respectively. With 85 percent meeting minimum expectations, White students showed a 6-point gain. Compared to 1994 levels, African American students made an impressive gain of 38 percentage points. Hispanic students and economically disadvantaged students each had gains of 35 points; White students registered a 24-point gain between 1994 and 1999.

Grade 10 (Exit Level)

The comparison between 1994 and 1999 shows a dramatic upward trend in the all tests taken category, with 30-point gains for Hispanic and economically disadvantaged students and a 32-point gain for African American students.

The Grade 10 (Exit Level) TAAS results from 1994 to 1999 for the four students groups are presented in Table 1.7 on page 8.

Reading scores reflected gains across all groups, with African American students gaining 5 percentage points from 1998 to 1999. Economically disadvantaged students, at 79 percent meeting minimum expectations, gained 4 percentage points compared to last year's levels. Hispanic students exhibited a 3-point gain, reaching 80 percent passing, while White students' results rose 2 points to reach 95 percent passing. Five-year gains in reading ranged from 9 percentage points for White students to 23 points for African American students.

Grade 10 **mathematics** scores showed improvement for all groups. Compared to 1998 levels, gains ranged from 4 to 8 points for each group; the percent passing rose to 66 percent for African American students, 71 percent for economically disadvantaged students, 73 percent for Hispanic students, and 89 percent for White

Table 1.6
Grade 8 Percent Passing

	Grade 8						Gain/Loss	
	94	95	96	97	98	99	1998-99	1994-99
Reading								
African American	58	57	60	70	71	81	10	23
Hispanic	61	60	62	70	71	81	10	20
White	86	84	86	89	90	94	4	8
Economically Disadvantaged	59	57	60	68	70	80	10	21
Mathematics								
African American	32	30	44	55	66	74	8	42
Hispanic	40	37	51	61	71	80	9	40
White	70	70	78	83	88	92	4	22
Economically Disadvantaged	37	35	49	59	69	78	9	41
Writing								
African American	50	58	61	65	71	78	7	28
Hispanic	55	61	61	67	71	79	8	24
White	77	82	83	85	87	91	4	14
Economically Disadvantaged	52	59	59	65	69	77	8	25
Passed All Tests Taken*								
African American	25	25	35	44	53	63	10	38
Hispanic	32	31	39	48	56	67	11	35
White	61	63	69	75	79	85	6	24
Economically Disadvantaged	29	29	37	46	54	64	10	35

*Does not include results of the science and social studies tests.

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students. The comparisons between 1994 and 1999 scores show an impressive upward trend, with African American students exhibiting a gain of 34 percentage points, Hispanic students gaining 33 percentage points, and the economically disadvantaged group gaining 32 percentage points. White students gained 21 percentage points over this six-year period.

Writing scores showed an improvement over 1998 levels as well, with African American, Hispanic, and economically disadvantaged students each gaining 5 percentage points to reach 86, 84, and 83 percent passing, respectively. White students, at 95 percent passing, exhibited a 2-point gain. Gains over the 1994-1999 period ranged from 7 percentage points for White students to 18 points for African American students.

All four groups of students showed improvement in the **all tests taken** category. Economically disadvantaged students and African American students registered 8-point gains over 1998 scores to rise to 62 percent passing and 60 percent passing, respectively. Hispanic students showed a 7-point gain to reach 64 percent passing. White students' scores rose 5 percentage points to reach 86 percent passing. The comparison between 1994 and 1999 reflects a notable increase in scores, with African American students making a gain of 32 percentage points. The other student groups also registered impressive gains — 30 percentage points for both economically disadvantaged students and Hispanic students and 22 points for White students.

Table 1.7
Grade 10 Percent Passing

	Grade 10						Gain/Loss	
	'94	'95	'96	'97	'98	'99	1998-99	1994-99
Reading								
African American	60	58	69	76	78	83	5	23
Hispanic	61	60	67	73	77	80	3	19
White	86	86	89	92	93	95	2	9
Economically Disadvantaged	58	57	65	71	75	79	4	21
Mathematics								
African American	32	35	43	51	58	66	8	34
Hispanic	40	42	51	57	65	73	8	33
White	68	71	75	81	85	89	4	21
Economically Disadvantaged	39	40	49	55	63	71	8	32
Writing								
African American	68	76	74	79	81	86	5	18
Hispanic	69	75	74	77	79	84	5	15
White	88	91	91	93	93	95	2	7
Economically Disadvantaged	66	73	72	75	78	83	5	17
Passed All Tests Taken								
African American	28	31	37	46	52	60	8	32
Hispanic	34	36	43	49	57	64	7	30
White	64	67	71	78	81	86	5	22
Economically Disadvantaged	32	34	40	47	54	62	8	30

All Tests Taken Percent Meeting Minimum Expectations:

Results By Special Population All Students Spring TAAS Administrations 1994-1999

Between 1994 and 1999, LEP students in Grade 3 tested in English achieved a passing-rate gain of 36 percentage points in the all tests taken category.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Each LEP student who is not exempt from taking the TAAS test takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

The following tables present 1994-1999 TAAS results for all tests taken* (percent meeting minimum expectations) disaggregated by these special populations for all grade levels.

- Limited English Proficient (LEP)/Non-LEP populations (Table 1.8)
- At-Risk (of dropping out of school)/Not At-Risk populations (Table 1.9)

Although the Table 1.8 **LEP/Non-LEP** data indicate that the Grade 5 levels for LEP students held

** For comparison purposes the "all tests taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.*

steady, at all other grade levels there was continued improvement by both populations. LEP students' 1999 scores in this category ranged from 31 percent meeting minimum expectations at Grade 10 to 70 percent at Grade 3. Between 1994 and 1999, the passing rate of Grade 3 LEP students showed the greatest improvement across grades, rising a notable 36 percentage points.

As shown in Table 1.9, both At-Risk/Not At-Risk students made gains on the TAAS at all grades. Grade 8 at-risk students exhibited the greatest 1998 to 1999 improvement, with their scores rising by 14 percentage points to 51 percent meeting minimum expectations. Between 1994 and 1999, Grade 3 at-risk students had the greatest gain (33 percentage points).

Average TLI: Results By Ethnicity

All Students
Spring TAAS Administrations
1994-1999

Between 1994 and 1999, both the Hispanic group and the African American group registered double-digit gains in average TLI in mathematics at Grades 4, 5, 6, 7, 8, and 10.

In the six-year period from 1994-1999, overall average TLI scores in **reading** rose for all major ethnic groups in all grades (see Table 1.10 on page 10). For African American students, average TLI scores in 1999 ranged from 77.1 at Grade 7 to

Table 1.8 Percent Meeting Minimum Expectations Results by LEP/Non-LEP Students, 1994-1999

All Tests Taken**																
	LEP Students								Non-LEP Students							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	34	47	52	57	62	70	8	36	58	66	68	72	74	79	5	21
Grade 4	30	39	42	45	56	61	5	31	53	62	64	69	75	79	4	26
Grade 5	26	33	41	46	56	56	0	30	58	65	70	76	81	84	3	26
Grade 6	19	21	24	35	36	44	8	25	55	60	68	75	78	82	4	27
Grade 7	15	15	22	30	29	35	6	20	55	58	66	73	76	80	4	25
Grade 8*	12	11	13	19	24	32	8	20	49	49	57	65	70	79	9	30
Grade 10	13	14	15	21	25	31	6	18	53	55	60	67	72	78	6	25

*Does not include results of the science and social studies tests. **Includes only the English version test

Table 1.9 Percent Meeting Minimum Expectations Results by At-Risk/Not At-Risk Students, 1994-1999

All Tests Taken																
	At Risk Students								Not At Risk Students							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	31	43	45	51	54	64	10	33	65	72	75	77	79	84	5	19
Grade 4	29	36	36	41	50	57	7	28	67	78	77	82	86	87	1	20
Grade 5	33	40	44	51	57	60	3	27	76	81	85	89	91	93	2	17
Grade 6	28	31	38	45	47	56	9	28	68	78	83	87	89	91	2	23
Grade 7	27	27	36	42	43	51	8	24	71	75	81	86	88	90	2	19
Grade 8*	23	18	25	30	37	51	14	28	70	70	75	81	84	89	5	19
Grade 10	24	30	33	41	46	56	10	32	68	70	72	79	82	87	5	19

*Does not include results of the science and social studies tests.

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80.4 at Grade 10, with only a slight decline at Grade 5; the greatest five-year gain (9.9 points) was at Grade 8. For Hispanic students, average TLI scores ranged from 77.8 at Grade 7 to 81.8 at Grade 4, with the greatest four-year gain (8.8 points) at Grade 8. The average TLI for White students ranged from 86.3 at Grade 7 to 89.1 at Grade 5; between 1994 and 1999, the greatest gain (8.7 points) was exhibited at Grade 5.

In **mathematics**, all grade levels exhibited improvement, with the exception of Grade 3 African American students whose scores declined slightly (0.6 point). For African American students, average TLI scores in 1999 ranged from 70.6 at Grade 3 to 77.5 at Grade 5; the greatest improvement since 1994 was at Grade 5, with a 15-point gain in average TLI. For Hispanic students, average TLI scores ranged from 75.5 at Grade 10 to 81.5 at Grade 5, with the greatest four-year gain (15.1 points) at Grade 5. The average TLI for White students ranged from 81.3 at Grade 3 to 85.4 at Grade 5; the greatest improvement since 1994 (11.3 points) was at Grade 5.

Table 1.10 Average TLI
Results by Ethnicity, 1994-1999

African American Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	71.2	70.8	71.0	73.1	76.6	78.1	1.5	6.9	61.9	65.3	68.9	71.4	71.2	70.6	-0.6	8.7
Grade 4	70.7	72.6	71.9	73.5	78.0	79.4	1.4	8.7	62.0	66.2	69.5	71.7	73.6	75.0	1.4	13.0
Grade 5	71.3	71.9	73.6	76.5	79.3	79.2	-0.1	7.9	62.5	65.7	68.8	73.3	75.7	77.5	1.8	15.0
Grade 6	71.2	73.0	73.7	76.4	78.1	79.9	1.8	8.7	62.0	64.3	69.7	71.6	74.4	76.3	1.9	14.3
Grade 7	70.4	71.6	74.3	75.7	76.1	77.1	1.0	6.7	61.8	62.3	67.0	70.2	71.9	75.1	3.2	13.3
Grade 8*	70.0	70.6	72.0	75.4	76.7	79.9	3.2	9.9	60.9	60.7	65.0	69.0	72.3	74.9	2.6	14.0
Grade 10	70.9	70.4	74.2	77.1	78.8	80.4	1.6	9.5	61.2	62.4	64.8	67.8	70.3	73.1	2.8	11.9

Hispanic Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	73.4	73.0	73.5	74.5	78.1	81.3	3.2	7.9	65.7	68.9	72.2	74.6	74.3	76.0	1.7	10.3
Grade 4	73.7	75.8	74.3	75.4	79.7	81.8	2.1	8.1	66.3	70.6	73.3	75.2	76.6	79.1	2.5	12.8
Grade 5	73.5	74.6	75.7	77.9	80.3	80.7	0.4	7.2	66.4	70.4	73.5	76.9	78.8	81.5	2.7	15.1
Grade 6	72.6	74.5	74.1	76.9	77.2	80.0	2.8	7.4	65.4	67.1	71.9	74.3	76.5	78.8	2.3	13.4
Grade 7	72.0	72.7	74.9	75.7	76.6	77.8	1.2	5.8	64.6	65.4	69.7	72.6	74.7	77.4	2.7	12.8
Grade 8*	71.3	71.6	72.8	75.4	76.8	80.1	3.3	8.8	63.7	63.0	67.8	71.2	74.0	77.3	3.3	13.6
Grade 10	71.2	71.3	73.6	75.9	78.5	79.7	1.2	8.5	64.2	64.9	67.7	69.7	72.6	75.5	2.9	11.3

White Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	81.5	81.2	81.5	82.2	84.2	86.7	2.5	5.2	73.8	76.6	79.0	80.4	80.3	81.3	1.0	7.5
Grade 4	81.9	83.2	82.7	83.4	86.5	88.3	1.8	6.4	73.6	77.5	79.4	80.6	81.3	82.8	1.5	9.2
Grade 5	82.4	83.2	84.2	86.5	87.1	89.1	2.0	8.7	74.1	77.6	79.5	82.0	83.1	85.4	2.3	11.3
Grade 6	82.5	83.3	84.4	86.6	87.1	88.6	1.5	6.1	74.2	76.4	79.4	81.1	82.2	84.3	2.1	10.1
Grade 7	82.3	82.8	84.3	85.2	85.9	86.3	0.4	4.0	74.4	76.4	78.9	80.0	82.0	83.8	1.8	9.6
Grade 8	82.1	81.8	83.7	85.0	86.3	87.5	1.4	5.4	74.2	74.1	77.2	79.4	80.7	83.1	1.4	8.9
Grade 10	82.1	81.9	83.6	85.4	86.6	87.8	1.2	5.7	73.9	75.4	76.3	78.5	80.0	81.7	1.7	7.8

Average TLI: Results By Economic Groups

All Students
Spring TAAS Administrations
1994-1999

The economically disadvantaged population continued its upward trend in performance, with an average TLI at all grade levels greater than 77.0 in reading and greater than 74.0 in mathematics in 1999.

As indicated by the data in Table 1.11, the average TLI scores of students identified as economically disadvantaged (through eligibility for a free or reduced-price meal program) reflected gains in **reading** across all grades. Average 1999 TLI scores for these students ranged from 77.1 at Grade 7 to 80.8 at Grade 4, with one-year gains ranging from 0.4 at Grade 5 to 3.4 at Grade 8. The average TLI of students not identified as economically disadvantaged also showed improvement, ranging from 85.7 at Grade 7 to 89.2 at Grade 5; one-year gains ranged from 0.3 at Grade 7 to 1.9 at Grade 3. Economically disadvantaged students at Grade 10 posted the greatest gain from 1994 to 1999, with a rise in the average TLI of 9.3 points.

In **mathematics**, both economic groups improved at every grade level. Average 1999 TLI scores for economically disadvantaged students ranged from 74.5 at Grade 3 to 80.3 at Grade 5, with one-year gains ranging from 1.2 at Grade 3 to 3.4 at Grade 8. For students who were not economically disadvantaged, average TLI scores ranged from 80.3 at Grade 10 to 85.3 at Grade 5. One-year gains ranged from 0.6 at Grade 3 to 2.2 at Grade 8. Over the six-year period, students who were not economically disadvantaged at Grade 5 posted the greatest improvement, with a gain of 11.3 points.

Table 1.11 Average TLI
Results by Economic Group, 1994-1999

Economically Disadvantaged Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	72.5	72.1	72.4	73.7	77.3	80.1	2.8	7.6	64.7	68.1	71.2	73.6	73.3	74.5	1.2	9.8
Grade 4	72.7	74.7	73.2	74.4	78.9	80.8	1.9	8.1	65.0	69.3	72.0	74.0	75.5	77.8	2.3	12.8
Grade 5	72.6	73.5	74.6	77.2	79.5	79.9	0.4	7.3	65.2	69.1	72.1	75.7	77.7	80.3	2.6	15.1
Grade 6	71.9	73.9	73.6	76.4	77.0	79.5	2.5	7.6	64.4	66.5	71.3	73.5	75.9	78.2	2.3	13.8
Grade 7	71.1	72.1	74.2	75.2	76.0	77.1	1.1	6.0	63.6	64.8	68.9	71.8	73.8	76.7	2.9	13.1
Grade 8	70.4	70.7	72.1	74.7	76.1	79.5	3.4	9.1	62.8	62.5	66.9	70.4	73.3	76.7	3.4	13.9
Grade 10	69.9	70.1	72.5	74.9	77.6	79.2	1.6	9.3	63.4	64.3	66.8	69.0	71.9	74.9	3.0	11.5

Not Economically Disadvantaged Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	81.7	81.6	82.0	82.8	84.8	86.7	1.9	5.0	73.7	76.5	79.3	80.7	80.5	81.1	0.6	7.4
Grade 4	81.9	83.3	83.2	83.9	86.9	88.4	1.5	6.5	73.6	77.5	79.7	80.9	81.6	82.9	1.3	9.3
Grade 5	82.3	83.4	84.7	86.9	87.5	89.2	1.7	6.9	74.0	77.6	79.7	82.3	83.4	85.3	1.9	11.3
Grade 6	81.9	82.8	84.3	86.6	87.1	88.3	1.2	6.4	73.6	75.7	79.2	80.9	82.1	83.9	1.8	10.3
Grade 7	81.2	81.8	83.8	84.8	85.4	85.7	0.3	4.5	73.3	75.0	78.2	79.5	81.4	83.2	1.8	9.9
Grade 8	80.6	80.6	82.5	84.3	85.6	86.8	1.2	6.2	72.6	72.4	76.0	78.6	80.1	82.3	2.2	9.7
Grade 10	79.8	79.8	82.0	83.9	85.3	86.3	1.0	6.5	71.5	73.0	74.4	76.7	78.4	80.3	1.9	8.8

Average TLI: Results By Special Population

All Students
Spring TAAS Administrations
1994-1999

Between 1994 and 1999, LEP students and at-risk students achieved double-digit gains in average TLI in mathematics at all grade levels.

This section presents TLI results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

As shown in Table 1.12, in **reading**, LEP students from 1998 to 1999 gained in average TLI scores at all grades, with the exception of a small dip in the TLI at Grade 5; the largest gain compared to 1998 was at Grade 8, with an increase of 3.4 points. Average 1999 TLI scores for LEP students ranged from 65.9 at Grade 10 to 79.3 at Grade 3, with the largest five-year gain being an increase of 11.1 points at Grade 3. The average 1999 TLI scores of non-LEP students ranged from 83.2 at Grade 7 to 85.9 at Grade 5, with the greatest five-year gain (7.1 points) posted at both Grades 4 and 5.

Increases in the average TLI scores for **mathematics** (see Table 1.12) were made by LEP students at all grades; the greatest 1998-1999 gain (3.3 points) was at Grade 10. Average 1999 TLI scores for LEP students ranged from 68.7 at Grade 10 to 77.8 at Grade 5; the largest five-year gain was an increase of 17.0 points at Grade 5. The average 1999 TLI scores of non-LEP students ranged from 78.2 at Grade 3 to 83.4 at Grade 5, with the greatest five-year gain (12.7 points) at Grade 5.

In comparing 1998 and 1999 TLI averages of at-risk students in **reading** (see Table 1.13), gains

Table 1.12 Average TLI
Results by LEP/Non-LEP Students, 1994-1999

LEP Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	68.2	69.0	70.4	71.7	76.2	79.3	3.1	11.1	62.9	67.1	70.8	74.1	73.5	75.4	1.9	12.5
Grade 4	67.8	70.4	68.6	69.5	74.8	76.2	1.4	8.4	62.0	66.8	70.1	72.2	74.0	76.8	2.8	14.8
Grade 5	64.9	66.1	67.1	69.6	73.0	71.8	-1.2	6.9	60.8	64.6	68.7	72.4	74.8	77.8	3.0	17.0
Grade 6	63.1	66.2	63.7	66.5	66.5	69.7	3.2	6.6	58.8	59.5	64.8	67.4	70.3	72.7	2.4	13.9
Grade 7	60.8	61.0	63.7	63.9	64.2	66.0	1.8	5.2	56.6	56.8	61.4	65.4	66.1	69.2	3.1	12.6
Grade 8	60.1	60.7	60.7	64.2	64.2	67.6	3.4	7.5	55.8	55.4	59.2	63.2	66.4	69.5	3.1	13.7
Grade 10	58.1	58.4	58.4	62.6	65.1	65.9	0.8	7.8	57.7	58.1	59.6	62.3	65.4	68.7	3.3	11.0

Non-LEP Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	78.2	77.8	78.0	79.0	81.6	84.0	2.4	5.8	70.2	73.0	75.8	77.6	77.4	78.2	0.8	8.0
Grade 4	78.4	80.0	79.2	80.1	83.7	85.5	1.8	7.1	70.3	74.3	76.5	78.1	79.1	80.8	1.7	10.5
Grade 5	78.8	79.7	80.8	83.2	84.5	85.9	1.4	7.1	70.7	74.3	76.6	79.7	81.1	83.4	2.3	12.7
Grade 6	78.6	79.8	80.6	83.1	83.8	85.6	1.8	7.0	70.4	72.5	76.4	78.3	80.0	82.0	2.0	11.6
Grade 7	78.3	78.8	80.7	81.9	82.5	83.2	0.7	4.9	70.3	71.7	75.0	77.0	78.9	81.2	2.3	10.9
Grade 8	77.9	77.8	79.4	81.5	82.8	84.9	2.1	7.0	69.8	69.5	73.2	76.1	78.0	80.7	2.7	10.9
Grade 10	78.4	78.2	80.4	82.4	84.0	85.3	1.3	6.9	70.1	71.3	72.9	75.2	77.1	79.2	2.1	9.1

were made at all grade levels. Grade 8 achieved the largest gain from 1998 to 1999, with an increase of 3.7 points. Average TLI scores for at-risk students in 1999 ranged from 72.6 at Grade 7 to 78.4 at Grade 10. The largest gain between 1994 and 1999 was an increase of 9.4 points at Grade 10. The average TLI scores of students not at risk ranged from 85.6 at Grade 3 to 89.4 at Grade 5, with the greatest five-year gain (6.5 points) posted at Grade 6.

As shown in Table 1.13, in **mathematics**, gains in average TLI scores for at-risk students continued their upward trend at all grade levels; the greatest 1998-1999 gain (4.1 points) was at Grade 8. Average TLI scores for at-risk students in 1999 ranged from 72.3 at Grade 7 to 76.8 at Grade 5. The largest five-year gain was an increase of 13.9 points at Grade 5. The average TLI scores of students not at risk ranged from 79.8 at Grade 3 to 85.9 at Grade 5, with the greatest five-year gain (10.3 points) at Grade 6.

Grade 8 Science and Social Studies Tests Percent Meeting Minimum Expectations:

All Students
Spring TAAS Administrations
1995-1999

Between 1995 and 1999, passing rates in science rose for all populations, with the greatest gain made by African American students. Over this same period, passing rates in social studies also rose for all groups.

Table 1.14 on page 14 presents the 1995-1999 comparison of science and social studies test results for all students. (These tests were benchmarked in 1994.)

Table 1.13 Average TLI
Results by At-Risk/Not At-Risk Students, 1994-1999

At-Risk Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	69.0	68.8	68.9	70.5	74.5	77.9	3.4	8.9	61.4	65.4	68.1	71.5	71.1	72.9	1.8	11.5
Grade 4	69.7	71.8	68.7	69.6	74.7	76.5	1.8	6.8	62.2	66.1	68.4	70.3	71.9	74.7	2.8	12.5
Grade 5	70.7	70.9	71.0	73.1	74.9	75.1	0.2	4.4	62.9	66.3	68.7	72.4	73.9	76.8	2.9	13.9
Grade 6	69.1	71.8	70.8	72.3	72.1	74.7	2.6	5.6	61.6	63.8	68.1	69.5	71.7	74.5	2.8	12.9
Grade 7	69.3	69.6	71.7	70.9	71.0	72.6	1.6	3.3	61.2	61.7	65.6	67.6	68.8	72.3	3.5	11.1
Grade 8	70.0	68.5	69.4	71.2	71.6	75.3	3.7	5.3	61.7	59.8	63.3	65.8	68.9	73.0	4.1	11.3
Grade 10	69.0	70.4	72.2	74.6	76.2	78.4	2.2	9.4	61.2	63.3	64.8	67.0	69.1	72.5	3.4	11.3

Not At-Risk Students

	Reading								Mathematics							
							Gain/Loss								Gain/Loss	
	1994	1995	1996	1997	1998	1999	1998-99	1994-99	1994	1995	1996	1997	1998	1999	1998-99	1994-99
Grade 3	80.5	80.0	80.5	81.2	83.5	85.6	2.1	5.1	72.6	75.1	78.0	79.4	79.2	79.8	0.6	7.2
Grade 4	83.0	84.5	83.8	84.7	87.2	88.4	1.2	5.4	74.7	79.0	80.3	81.6	82.1	83.0	0.9	8.3
Grade 5	84.6	85.1	85.9	87.9	88.4	89.4	1.0	4.8	76.6	79.4	81.0	83.3	84.4	85.9	1.5	9.3
Grade 6	82.5	84.2	85.1	87.2	87.6	89.0	1.4	6.5	74.3	77.5	80.5	81.9	83.0	84.6	1.6	10.3
Grade 7	83.0	83.5	85.0	86.1	86.2	86.6	0.4	3.6	75.4	77.1	79.9	81.0	82.5	84.3	1.8	8.9
Grade 8	83.8	83.5	84.6	86.0	87.1	88.3	1.2	4.5	76.2	75.7	78.7	81.0	81.7	83.7	2.0	7.5
Grade 10	82.6	82.2	83.3	85.2	86.5	87.5	1.0	4.9	74.8	76.2	76.6	79.0	80.4	82.2	1.8	7.4

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Science

Results of the spring 1999 administration of the Grade 8 science TAAS tests show that, compared to the previous year, passing rates increased by 7 percentage points, with 87 percent of all students tested meeting minimum expectations. This pattern of substantial gain from 1998 to 1999 is repeated for all groups of students. The comparison between 1995 and 1999 reflects notable increases, with African American students posting a gain of 20 points, economically disadvantaged students increasing their passing rate by 19 points, and Hispanic students achieving an 18-point gain.

Social Studies

In the spring 1999 administration of the Grade 8 social studies TAAS test, 69 percent of all students tested met minimum expectations; this passing rate was up 3 percentage points from 1998 levels. Compared to the previous year's passing rate, the three ethnic groups, the special population groups, and the economic groups gained from 2 to 6 percentage points, each. Over the period from 1995 to 1999, all groups have exhibited gains, ranging from a 2-point gain for students not at risk to a 9-point gain for economically disadvantaged students.

Spanish TAAS Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations 1997-1999

Grade 4 Spanish TAAS mathematics scores rose a dramatic 15 percentage points compared to 1998.

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5 and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. Passing rates are set after the benchmark administration.

It is important to remember that LEP students who take the Spanish TAAS are not being exempted from the statewide assessment. The students for whom Spanish TAAS is determined to be the appropriate assessment are being tested in the same manner as students taking TAAS in English. Both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Table 1.14 Percent Meeting Minimum Requirements Science and Social Studies, 1995-1999

	Science						Social Studies					
Student Population	'95	'96	'97	'98	'99	1995-99	'95	'96	'97	'98	'99	1995-99
All Students	75	74	81	80	87	12	63	66	63	66	69	6
African American	54	57	66	65	74	20	45	49	47	49	53	8
Hispanic	61	61	72	70	79	18	47	52	48	50	55	8
White	88	87	92	91	95	7	77	80	78	80	83	6
LEP	33	31	47	42	50	17	19	23	20	22	24	5
Non-LEP	77	77	84	83	89	12	65	69	66	68	72	7
At-Risk	56	54	63	59	71	15	38	42	35	36	42	4
Not At-Risk	89	88	92	92	95	6	82	83	81	81	84	2
Economically Disadvantaged	59	60	70	69	78	19	45	50	46	49	54	9
Not Economically Disadvantaged	83	84	89	89	93	10	73	77	75	77	80	7

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Results of the spring 1999 administration (see Table 1.15) show a notable gain at Grade 3. In **reading**, passing rates at Grade 3 rose 10 points to 74 percent meeting minimum expectations; the percent meeting minimum expectations rose by 31 points over the three-year period. At Grade 4, this year's passing rate rose by 8 points to 46 percent meeting minimum expectations. However, a drop of 16 points was registered at Grade 5, with 33 percent passing. Grade 6 scores rose to 29 percent passing, a gain of 2 points.

Gains in **mathematics** from 1997 to 1999 were substantial, with double-digit gains at both Grade 4 and Grade 6 (see Table 1.15). The passing rate at Grade 4 of 72 percent was an increase of 15 percentage points over the previous year's results, while Grade 6, with 50 percent passing, registered a gain of 14 percentage points. A 9-point gain was posted at both Grade 3 and Grade 5, with passing rates of 74 percent and 64 percent, respectively.

Intensive Instruction

Chapter 39, Subchapter B, §39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

In the 1999-2000 school year, as shown in Table 1.16 on page 16, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 19 percent and 24 percent of the students tested at each grade level in Grades 3 through 8. These numbers also include those students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 24 percent of the students tested in spring 1999 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit-level TAAS and must be offered intensive instruction.

The legislature also mandated that study guides be provided to assist parents in helping their children strengthen academic skills during the summer break when school is in recess. Therefore, *TAAS Study Guides* were developed by the Texas Education Agency for all grade levels and subject areas tested on TAAS. A study guide is provided free of charge, through districts, to each student who fails one more TAAS tests. Exit-level study guides are distributed three times a year (December, May, and August), while the study guides for Grades 3 through 8 are distributed once a year, when the results from spring testing are reported.

Retesting Opportunities

As a result of the testing opportunity provided for seniors in late April, an additional 2,762 students were able to satisfy the TAAS diploma requirement prior to spring 1999 graduation ceremonies.

All students not meeting minimum expectations on their first attempt to pass the exit-level TAAS during the spring of their sophomore year have

Table 1.15 Percent Meeting Minimum Requirements
All Students, 1997-1999

Spanish TAAS														
	Reading					Mathematics					Writing			
				Gain/Loss					Gain/Loss					Gain/Loss
	'97	'98	'99	1998-99	1997-99	'97	'98	'99	1998-99	1997-99	'97	'98	'99	1998-99
Grade 3	43	64	74	10	31	51	65	74	9	23	**	**	**	**
Grade 4	36	38	46	8	10	46	57	72	15	26	*	62	67	5
Grade 5	*	49	33	-16	N/A	*	55	64	9	N/A	**	**	**	**
Grade 6	*	27	29	2	N/A	*	36	50	14	N/A	**	**	**	**

*Benchmark year **Writing test not administered at this grade

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Table 1.16 Intensive Instruction All Students — English and Spanish Tests, 1999								
Number and Percent of Students Requiring Intensive Instruction								
	One Test Only		Two Tests Only		All Three Tests		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3	39,467	14	22,397	8			61,864	22
Grade 4	37,428	14	17,320	6	10,314	4	65,062	24
Grade 5	33,973	13	17,169	6			51,142	19
Grade 6	35,442	13	21,503	8			56,945	21
Grade 7	37,571	14	24,863	9			62,434	23
Grade 8*	36,024	13	18,538	7	12,152	4	66,714	24
Grade 10	32,655	14	14,894	6	9,891	4	57,440	24

*Does not include results of the science and social studies tests.

up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit-level TAAS are provided during every academic semester, including the summer. For each administration, out-of-school examinees are also given the opportunity to retest. The late spring TAAS administration, provided only a few weeks before the end of the school year, gives graduating students and out-of-school examinees an additional opportunity to retest immediately prior to commencement.

End-Of-Course Tests Percent Meeting Minimum Expectations:

All Students Spring Test Administrations 1995-1999

Overall passing rates on the Biology, English II, and U.S. History end-of-course tests were in the 70's. The Algebra I end-of-course test passing rate climbed to 45 percent after being in the 30's for two years.

End-of-course tests are administered at the end of the last semester of the appropriate course. These tests provide requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas. In addition, school districts may use the end-of-course tests for local purposes. Beginning in the 1998-1999 school year, students could meet the testing requirements for high school graduation by passing three end-of-course tests: Algebra I, English II, and either Biology or U.S. History. In 1998-1999, 7,022 students in Grades 10 through 12 fulfilled their graduation requirements by passing three out of the four end-of-course tests.

Table 1.17 presents spring 1995-1999 Biology end-of-course test results and spring 1996-1999 Algebra I end-of-course test results. Table 1.18 on page 17 displays the results of spring 1999 administration for both the English II and U.S. History end-of-course tests.

Biology

Results of the spring 1999 administration showed that 77 percent of the students tested performed successfully on the Biology test. Compared to 1998, there was a slight decrease in passing rates for most categories of students. However, over the period from 1995 to 1999, all groups have exhibited gains, with the greatest gains achieved by Hispanic students (9 percentage points). African American and economically disadvantaged students followed closely with a gain of 8 percentage points each.

Algebra I

Although still significantly lower than the passing rates for the other end-of-course tests, the passing rate for Algebra I continued an upward trend

Table 1.17 Percent Passing Biology and Algebra I End-Of-Course Tests, 1995-1999

	Biology					Gain/Loss		Algebra I					Gain/Loss	
Student Population	'95	'96	'97	'98	'99	1998-99	1995-99	'95	'96	'97	'98	'99	1998-99	1996-99
All Students	71	74	75	78	77	-1	6	*	27	33	38	45	7	18
African American	53	56	57	62	61	-1	8	*	10	14	19	25	6	15
Hispanic	55	59	60	64	64	0	9	*	13	19	25	32	7	19
White	85	87	89	90	89	-1	4	*	38	46	50	58	8	20
LEP	27	32	27	35	33	-2	6	*	8	9	14	19	5	11
Non-LEP	74	77	78	81	80	-1	6	*	28	35	40	47	7	19
At-Risk	55	56	57	59	59	0	4	*	7	10	14	22	8	15
Not At-Risk	83	85	86	87	87	0	4	*	39	47	49	59	10	20
Economically Disadvantaged	54	57	58	63	62	-1	8	*	13	19	24	31	7	18
Not Economically Disadvantaged	78	81	83	85	84	-1	6	*	33	41	45	53	8	20

*Benchmark year

across all ethnic groups, special population groups, and economic groups. Spring 1999 results show that 45 percent of the students tested passed, up from 38 percent in 1998. Students not at risk made the greatest gain (10 percentage points). Over the period from 1996 to 1999, all groups showed notable improvement, with gains ranging from 11 percentage points to 20 percentage points.

English II

Because spring 1998 was a benchmark year for the English II test, no data were available for comparison with 1999. Results of the spring 1999 administration show that 74 percent of the students tested performed successfully. The group performance data show that percentages passing ranged from 32 percent (LEP students) to 84 percent (students not at risk).

U.S. History

Spring 1998 was also a benchmark year for the U.S. History test; therefore, no data were available for comparison with 1999. In 1999, 71 percent of the students taking the U.S. History test passed. The group performance data show that scores ranged from 28 percent passing (LEP students) to 84 percent passing (White students and students not at risk).

Table 1.18 Percent Passing English II and U.S. History End-Of-Course Tests, 1999

	English II		U.S. History	
Student Population	1998	1999	1998	1999
All Students	*	74	*	71
African American	*	60	*	56
Hispanic	*	63	*	56
White	*	83	*	84
LEP	*	32	*	28
Non-LEP	*	76	*	74
At-Risk	*	55	*	49
Not At-Risk	*	84	*	84
Economically Disadvantaged	*	61	*	53
Not Economically Disadvantaged	*	79	*	79

*Benchmark year

Release of Tests

Every August all TAAS and end-of-course tests administered during the previous school year are released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests are not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.

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Student Dropouts

The annual dropout rate reported by school districts* has stabilized over the past two years. A total of 27,550 students in grades 7-12 were identified as dropping out in school year 1997-98, representing an increase of 649 over the number of students who were reported to have dropped out the previous year. The 1997-98 annual dropout rate is again 1.6 percent (Table 2.1), however, because enrollment numbers increased as well. For the first time, the agency prepared an actual longitudinal dropout rate for a cohort of 7th graders. The value of this longitudinal rate was 14.7 percent. The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (TEC §39.182).

Until this year, a steady decline in the number of dropouts was observed over the last ten years (Table 2.3 on page 22). Dropout recovery programs, implemented by school districts to bring students who have dropped out back into the classroom, have contributed to the long term reduction in dropouts. The accountability system also places an impetus on preventing dropouts by including the annual dropout rate as a criterion for

(Continued on page 21)

*See definitions in Table 2.2, page 20

Figure 2.1
Profile of Texas
High School Dropouts

The following are selected characteristics of the 27,550 students who dropped out in Grades 7-12 during the 1997-98 school year.

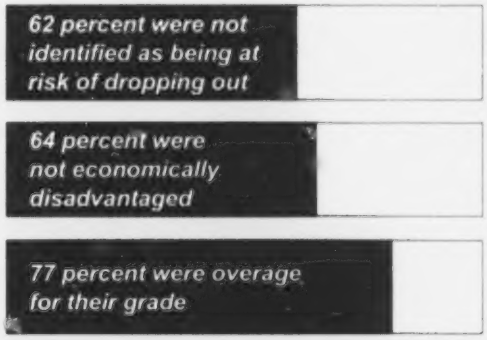
62 percent were not identified as being at risk of dropping out
64 percent were not economically disadvantaged
77 percent were overage for their grade

Table 2.1
1997-98 Dropout Rates by Ethnicity, Gender, and Grade Level

	7 - 12th Grade Enrollment	Total Dropouts	Percentage of Total Dropouts	Annual Dropout Rate	Longitudinal Dropout Rate
Ethnicity					
White	828,660	7,734	28.1%	0.9%	9.0%
Afri. Am.	244,987	5,152	18.7%	2.1%	18.9%
Hispanic	619,855	14,127	51.3%	2.3%	20.4%
Other	49,637	537	1.9%	1.1%	7.6%
Gender					
Male	897,223	14,730	53.5%	1.6%	15.8%
Female	845,916	12,820	46.5%	1.5%	13.5%
Grade					
7	313,673	1,090	4.0%	0.3%	
8	304,931	2,046	7.4%	0.7%	
9	371,146	7,750	28.1%	2.1%	N/A
10	285,040	5,631	20.4%	2.0%	
11	239,139	5,038	18.3%	2.1%	
12	229,210	5,995	21.8%	2.6%	
Total	1,743,139	27,550	100.0%	1.6%	14.7%

Source: TEA PEIMS (1997-98) *Calculated from Annual Dropout Rate

Table 2.2 Dropout Definition, Data Collection, and Methodology

Starting in fall 1998, the Texas Education Agency (TEA) began collecting information from public school districts about all students leaving Grades 7 – 12 after the end of each school year. School districts report the number of secondary grade "leavers" through the Public Education Information Management System (PEIMS); instructions for coding leavers' records with reasons for their departures are included in the *PEIMS Data Standards* (TEA, August 1999). Dropout information is extracted for Grades 7 – 12 from the leaver data. A student is identified as a dropout if the individual is absent without an approved excuse or documented transfer and does not return to school by the fall of the following school year, or if he or she completes the school year but fails to reenroll the following school year. Each of the more than 40 reason codes listed in the *Data Standards* is marked to indicate whether it could cause a student's "leaver record" to be counted as a dropout for accountability purposes.

School leavers in the following categories are identified as dropouts:

- Students who drop out as defined above from Grades 7 – 12 only;
- Students who enter the military before graduation;
- Students from special education, ungraded or alternative education programs who leave school;
- Students who leave school and enter a program not qualifying as an elementary / secondary school (e.g., cosmetology school); and
- Students enrolled as migrants and whose whereabouts are unknown.

Leavers whose records are coded with the following reason codes are excluded from the dropout count prepared for accountability purposes:

- Students who die;
- Students showing regular attendance at a state-approved alternative program;
- Students enrolled as migrants who have a subsequent school enrollment record (i.e., a new Generation System education record is available);
- Students known to have transferred to another public school, adult or alternative education program, or home schooling;
- Students who were expelled for criminal behavior occurring on school property or at school-related functions and were incarcerated;
- Students who met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS);
- Students who enroll in college early to pursue a degree program;
- Students who transferred or were assigned to another public institution or state-approved educational program; and
- Foreign students who return to their home countries.

Additional Record Exclusions

In 1990-91, the TEA began an automated statewide process to appropriately exclude some records from being counted as dropouts in preparing accountability data. As it now exists, the record exclusion process removes leaver records if the students are enrolled in public school somewhere in the state, have graduated or received a GED certificate, or were previously identified as dropouts.

In 1997-98, records for 12,030 students were excluded from the final dropout count.

Annual (or Cross-Sectional) Dropout Rate

The current dropout rate is calculated by dividing the number of dropouts by cumulative enrollment in Grades 7 - 12. Cumulative enrollment is the count of all students reported in attendance during any six-week reporting period. If students enroll on several campuses during a school year, they are counted in attendance at every campus on which they are enrolled. However, when aggregating dropout information, the student is only counted once at the campus, district, county, region, and state level. Cumulative enrollment more closely parallels the number of dropouts counted for that entire school year. Although this rate is less comparable to the dropout rates reported before 1992-93, it provides a more accurate reflection of the dropout situation and more uniform data for comparison between districts and campuses.

Actual Longitudinal Dropout Rate

An actual longitudinal dropout rate was calculated for the first time by TEA this year. It was calculated by counting the number of students from a 7th grade cohort who dropped out by the end of their expected graduation year, divided by the number of students in the cohort. The "benchmark" value of the actual longitudinal dropout rate for the state as a whole was 14.7 percent. The longitudinal dropout rate also is prepared at the district and county levels. Because campuses vary quite a bit in the grade spans they serve, longitudinal rates cannot be easily prepared nor equitably compared at the campus level.

High School Completion Rate

This longitudinal measure follows the progress of individual students from entry into 9th grade through their expected graduation year. "Completers" include those entering 9th graders who have graduated, earned a GED certificate, or are still enrolled toward completion in the fall after their expected graduation date. High school completion rates for 1995-96 and 1996-97 were reported in the Academic Excellence Indicator System (AEIS) for the first time in 1998. For 1997-98, the statewide high school completion rate was equal to 91.4 percent. It should be noted that high school completion rates cannot be simplistically viewed as the complement of the actual longitudinal dropout rate. Completion rates span only Grades 9 – 12, whereas the actual longitudinal dropout rate is computed across Grades 7 – 12.

Attrition Rate

Another way to think about measuring dropouts is to calculate an attrition rate. The attrition rate compares the difference between 9th grade enrollment in Year 1 and 12th grade enrollment four years later, often with a mathematical adjustment made for enrollment growth. The unadjusted four-year attrition rate for 1997-98 was 36.0 percent. Attrition rates can be easily calculated at the campus, district, county and state levels. However, attrition rates do not distinguish among all the possible reasons for the difference in 9th versus 12th grade enrollment figures. In calculating the 1997-98 attrition rate, for example, all students in the cohort who were retained in grade at any point in their high school careers, who transferred to other educational settings in Texas (such as private school, home schooling, etc.), who transferred to other states or countries, or who earned GED certificates were treated as "lost" from the system (i.e., incorrectly presumed to be dropouts).

Projected Cross-Sectional and Projected Longitudinal Dropout Rates

Projected cross-sectional dropout rates by grade level are calculated by taking the population for each grade level and each ethnic group within grade level and incrementing the grade level for each projected year. That is, the first step in determining the 1998-99 rate is to represent all students who were in Grades 6 – 11 in 1997-98 and who progressed to the next grade level in 1998-99. The 1997-98 dropout rate is then applied to each grade level to give the projected rates for 1998-99. This is determined for each cohort through the year 2003-04. The dropout rates by grade and ethnicity remain constant, and a new grade-level dropout rate is calculated. This calculation is based on the assumption that the current dropout rates will remain constant.

Projected longitudinal dropout rates in this year's report were prepared using a much more generalized method than was used in the past. This was due to the combination of data collection methods that were the sources of information used to prepare the first reported actual longitudinal dropout rate. Projections therefore were adjusted on the basis of professional judgment by staff working with the data. The actual longitudinal dropout rate was adjusted by a factor based on the mean rate of decline in the annual dropout rate over the past four years.

Future Dropout Data Collection and Methodology

Rider 71 of the Appropriations Act passed by the 76th Texas Legislature calls for TEA, the State Auditor's Office, and the Legislative Budget Board (LBB) to collaborate on a thorough study of dropout data collection methodology and rates. The study must include recommendations on whether the current method of reporting dropouts or leavers should be replaced and/or augmented by data examining high school completion, together with a time frame for implementation of any such changes. The study is due to the Legislature and the Governor by January 1, 2001.

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(Continued from page 19)

campus and district ratings. The declines also reflect enhancements to school district student tracking systems. Additionally, records for some students are excluded from the count of dropouts for accountability purposes. A reported dropout's record is not counted for accountability if the student:

1. has remained enrolled in public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
2. has received a General Educational Development (GED) certificate and appears on the GED information file at the time these procedures are executed;
3. has graduated within the last year; or
4. was identified as a dropout at any time back to the 1990-91 school year. For the purpose of the annual dropout rate, a student will be counted in the integrated accountability system as a dropout only once in his or her lifetime, even if the student drops out repeatedly. This helps assure that districts and campuses with aggressive dropout recovery programs are not penalized by a relatively higher likelihood of repeated dropout episodes by the same students. For the longitudinal dropout rate, however, the student's final status — whether as a first-time or repeat dropout — will determine if he or she is counted as a dropout.

Dropout Rates Among Student Groups

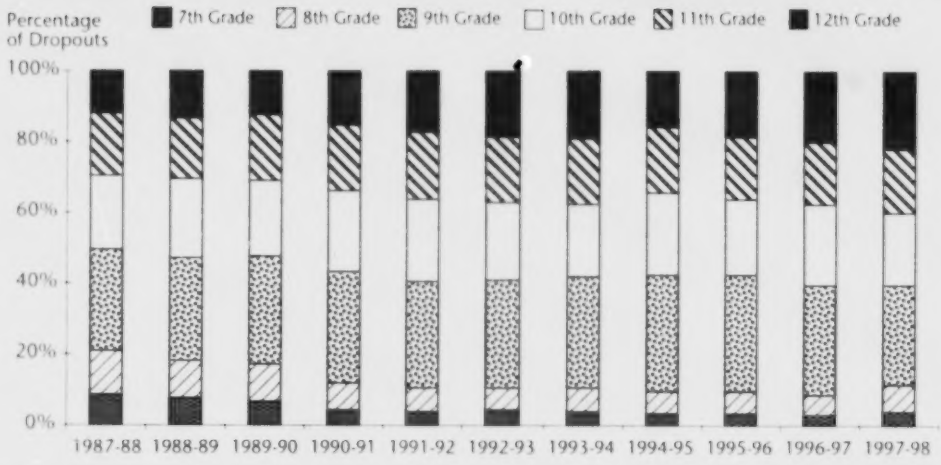
The dropout rate among certain ethnic minorities remains significantly higher than the overall dropout rate. The annual dropout rate of Hispanic students for the 1997-98 school year remained at 2.3 percent (Table 2.1 on page 19). African American students have a 2.1 percent annual dropout rate, an increase of 0.1 percent. Although these rates have declined from 1995-96, these groups continue to have the highest rates among all ethnic groups. All other student groups have a dropout rate that is lower than the state overall rate.

The actual longitudinal dropout rates for Hispanic and African American students are also higher than for other groups. The longitudinal rate for Hispanic students is 20.4 percent and the rate for African American students is 18.9 percent, both of which are significantly higher than the state target of 5 percent.

Minority students have represented a higher percentage of total dropouts since the 1987-88 school year (Table 2.3 on page 22). Hispanic students have made up the greatest percentage of dropouts since 1988-89. Since 1992-93, Hispanic students have represented approximately 50 percent of all dropouts. Relative to last year, African Americans represented a larger share (by 1.1 percentage points) of all dropouts in 1997-98.

(Continued on page 23)

Figure 2.2 Percentage of Total Dropouts by Grade Level



Source: TEA PEIMS (1987-88 – 1997-98)

Table 2.3 Historical Dropout Rates by Ethnicity

	Enrollment in Grades 7-12	Total Dropouts	Percentage of Total Dropouts	Annual Dropout Rate
1988-89				
White	724,622	32,921	40.0%	4.5%
African American	193,299	14,525	17.6%	7.5%
Hispanic	412,904	33,456	40.6%	8.1%
Other	29,290	1,423	1.7%	4.9%
Total	1,360,115	82,325	100.0%	6.1%
1989-90				
White	711,264	24,854	35.5%	3.5%
African American	192,802	13,012	18.6%	6.8%
Hispanic	427,032	30,857	44.1%	7.2%
Other	30,396	1,317	1.9%	4.3%
Total	1,361,494	70,040	100.0%	5.1%
1990-91				
White	703,813	18,922	35.1%	2.7%
African American	192,504	9,318	17.3%	4.8%
Hispanic	444,246	24,728	45.8%	5.6%
Other	32,075	997	1.8%	3.1%
Total	1,372,638	53,965	100.0%	3.9%
1991-92				
White	712,858	17,745	33.2%	2.5%
African American	196,915	9,370	17.5%	4.8%
Hispanic	462,587	25,320	47.4%	5.5%
Other	34,478	985	1.8%	2.9%
Total	1,406,838	53,421	100.0%	3.8%
1992-93				
White	760,143	13,236	30.5%	1.7%
African American	216,741	7,840	18.1%	3.6%
Hispanic	516,212	21,512	49.6%	4.2%
Other	40,101	814	1.9%	2.0%
Total	1,533,197	43,402	100.0%	2.8%
1993-94				
White	775,361	11,558	28.7%	1.5%
African American	221,013	7,090	17.6%	3.2%
Hispanic	537,594	20,851	51.9%	3.9%
Other	42,047	712	1.8%	1.7%
Total	1,576,015	40,211	100.0%	2.6%
1994-95				
White	789,481	9,367	31.3%	1.2%
African American	227,684	5,130	17.1%	2.3%
Hispanic	556,684	14,928	49.9%	2.7%
Other	43,673	493	1.6%	1.1%
Total	1,617,522	29,918	100.0%	1.8%
1995-96				
White	802,509	8,639	29.6%	1.1%
African American	234,175	5,397	18.5%	2.3%
Hispanic	580,041	14,649	50.1%	2.5%
Other	45,853	522	1.8%	1.1%
Total	1,662,578	29,207	100.0%	1.8%
1996-97				
White	815,175	7,894	29.4%	1.0%
African American	240,142	4,737	17.6%	2.0%
Hispanic	603,067	13,859	51.5%	2.3%
Other	47,588	411	1.5%	0.9%
Total	1,705,972	26,901	100.0%	1.6%
1997-98				
White	828,660	7,734	28.1%	0.9%
African American	244,987	5,152	18.7%	2.1%
Hispanic	619,855	14,127	51.3%	2.3%
Other	49,637	537	1.9%	1.1%
Total	1,743,139	27,550	100.0%	1.6%

Source: TEA PEIMS (1988-89 – 1997-98)

Table 2.4
Projected Dropout Rates by Grade

	Annual Dropout Rate					
Grade	**1998-99**	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
7	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%
8	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%
9	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
10	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
11	2.1%	2.2%	2.1%	2.1%	2.1%	2.1%
12	2.5%	2.6%	2.7%	2.6%	2.6%	2.6%
Total	**1.6%**	**1.6%**	**1.6%**	**1.6%**	**1.6%**	**1.6%**
Longitudinal Dropout Rate	14.4%	14.1%	13.8%	13.5%	13.2%	12.9%

(Continued from page 21)

The annual dropout rate for males, 1.6 percent, is slightly higher than that of females (1.5 percent, Table 2.1).

Dropout Rates by Grade Level

Again in 1997-98, the highest dropout rate was found in the 12th grade, at 2.6 percent (Table 2.1 on page 19). In 1995-96, the highest dropout rate occurred at the 9th grade, at 2.7 percent, followed by the dropout rate for 12th grade at 2.6 percent. The dropout rate for 10th grade in 1997-98 (2.0 percent) represents the lowest rate for high school grades. The highest dropout rates for all ethnic groups are found in the 12th grade, where African Americans had a higher dropout rate at 4.2 percent than did Hispanics, at 3.5 percent.

While students in the 9th grade have consistently represented the highest number of total dropouts, students in the 12th grade have steadily increased as a percentage of total dropouts (Figure 2.2 on page 21). In 1987-88, students in the 12th grade represented almost 12 percent of all dropouts, but by 1997-98 they represented almost 22 percent, continuing the pattern of increases observed last year. The greatest decline in numbers of dropouts was in the 9th and 10th grades; all other grades saw increased numbers of dropouts.

The 12th grade now reflects the highest *projected* grade level annual dropout rate. The longitudinal rate is projected to decrease by small increments through 2003-04 (Table 2.4).

Characteristics of Dropouts

The percentage of Grade 7-12 enrollment and the percentage of total dropouts identified as economically disadvantaged have increased from 1995-96. The 1997-98 dropout rate for economically disadvantaged students is again equal to the overall state rate. The dropout rate for that group stabilized since the decrease from 1994-95 (Table 2.5).

School districts are required to identify students in Grades 7 - 12 as at risk of school failure or of dropping out (TEC §29.081). A student is defined as at risk if the student:

1. was not advanced from one grade level to the next for two or more school years;
2. is two or more years below grade level in reading or mathematics;
3. has failed at least two courses and is not expected to graduate within four years of ninth grade entrance;
4. has failed at least one section of the most recent Texas Assessment of Academic Skills (TAAS); or
5. is pregnant or is a parent.

As applied by school districts, the state criteria result in 32.6 percent of students in Grades 7-12 being identified as at risk. Yet, only 37.8 percent of 1996-97 dropouts were identified as at risk of dropping out during the year they dropped out of school. The dropout rate for students at risk remains at 1.8 percent for a third year.

Table 2.5
Dropouts by Student Groups

	1995-96	1996-97	1997-98
Economically Disadvantaged			
Enrollment in Grades 7-12	555,318	595,036	626,080
Percentage of Enrollment	33.4%	34.9%	35.9%
Total Dropouts	9,608	9,393	9,911
Percentage of Dropouts	32.9%	34.9%	36.0%
Dropout Rate	1.7%	1.6%	1.6%
At Risk			
Enrollment in Grades 7-12	610,263	594,143	568,875
Percentage of Enrollment	36.7%	34.8%	32.6%
Total Dropouts	11,072	10,588	10,421
Percentage of Dropouts	37.9%	39.4%	37.8%
Dropout Rate	1.8%	1.8%	1.8%
Overage/Not on Grade			
Enrollment in Grades 7-12	536,202	536,688	529,450
Percentage of Enrollment	32.3%	31.5%	30.4%
Total Dropouts	23,452	21,682	21,251
Percentage of Dropouts	80.3%	80.6%	77.1%
Dropout Rate	4.4%	4.0%	4.0%
Title I / Chapter 1			
Enrollment in Grades 7-12	256,167	363,956	413,083
Percentage of Enrollment	15.4%	21.3%	23.7%
Total Dropouts	3,217	4,071	4,331
Percentage of Dropouts	11.0%	15.1%	15.7%
Dropout Rate	1.3%	1.1%	1.0%
Special Education			
Enrollment in Grades 7-12	204,020	216,614	228,451
Percentage of Enrollment	12.3%	12.7%	13.1%
Total Dropouts	4,295	4,092	4,132
Percentage of Dropouts	14.7%	15.2%	15.0%
Dropout Rate	2.1%	1.9%	1.8%
Bilingual/English as a Second Language			
Enrollment in Grades 7-12	83,269	86,292	85,644
Percentage of Enrollment	5.0%	5.1%	4.9%
Total Dropouts	2,297	2,188	1,902
Percentage of Dropouts	7.9%	8.1%	6.9%
Dropout Rate	2.8%	2.5%	2.2%
Career and Technology			
Enrollment in Grades 7-12	592,428	619,776	632,868
Percentage of Enrollment	35.6%	36.3%	36.3%
Total Dropouts	8,535	7,888	7,766
Percentage of Dropouts	29.2%	29.3%	28.2%
Dropout Rate	1.4%	1.3%	1.2%

Source: TEA PEIMS (1995-96 - 1997-98)

In 1997-98, 77.1 percent of dropouts were overage for grade compared to 30.4 percent of all Grade 7-12 students (Table 2.5). The age level of dropouts for 1997-98 ranged from 10 to 21 years old, with over 76 percent of the dropouts leaving at age 16 or older.

In 1997-98, 13.1 percent of students enrolled in Grades 7-12 received special education services, but 15.0 percent of dropouts received special education services. The percent of dropouts receiving special education services during the year they dropped out slightly decreased for the first time in 1997-98.

Students receiving bilingual/ESL services were overrepresented among the 1997-98 dropouts. Slightly under 5 percent of students enrolled in Grades 7-12 received bilingual/ESL services, but 6.9 percent of dropouts received such services. The dropout rate for students receiving bilingual/ESL dropped from 2.8 percent two years ago to 2.2 percent in 1997-98.

In 1997-98, 28.2 percent of Texas dropouts were enrolled in career and technology education the year they dropped out of school. The percentage of all students enrolled in career and technology education courses remained level since 1996-97, while the percentage of dropouts who were enrolled in those courses the year they dropped out decreased.

Reasons for Dropping Out

School districts recorded specific reasons for leaving school for 50.8 percent of the 1997-98 dropouts. Of the 14,002 dropouts who had a reason listed for leaving school, 55.1 percent listed a school-related concern, such as poor attendance or failing grades; 12.4 percent listed a job-related concern, such as finding a job or joining the military; 8.1 percent listed a family-related concern, such as pregnancy or marriage; and 23.2 percent listed other concerns, such as age, homelessness, or enrollment in a non-state-approved alternative program (Table 2.6).

Districts were more likely to report job-related concerns for males than females. More than twice as many males than females were reported as leaving school to pursue a job. Females were more likely than males to leave for family-related concerns. Almost 9 percent of females were reported to have dropped out of school to get married, compared to fewer than 2 percent of males.

District Characteristics

Texas school districts differ greatly based on characteristics such as community type, district size, student performance, and expenditures. The dropout

Table 2.6
Top 10 Reasons for Dropping Out of School, as Reported by School Districts for 1997-98

		Gender		1997-98 Ethnicity			
Reasons for Dropping Out	**Total**	**Male**	**Female**	**African American**	**Hispanic**	**Other**	**White**
Poor attendance	48.2%	48.2%	48.3%	53.1%	44.7%	55.8%	50.4%
Enter alternative program, not pursuing diploma	16.3%	17.4%	15.0%	19.2%	14.4%	10.2%	17.9%
Pursue a job	12.4%	16.3%	7.7%	6.7%	15.9%	10.6%	10.6%
Because of age	6.3%	6.3%	6.4%	9.0%	6.3%	12.0%	4.3%
To get married	4.9%	1.7%	8.7%	0.5%	8.0%	1.8%	2.8%
Pregnancy*	3.2%	—	6.8%	1.9%	3.5%	0.9%	3.6%
Low or failing grades	2.7%	2.9%	2.5%	2.3%	1.7%	2.7%	4.5%
Expelled, non-criminal behavior	2.4%	3.3%	1.2%	3.0%	2.2%	1.3%	2.2%
Failed exit TAAS/not met all graduation requirements	1.8%	1.6%	2.0%	2.3%	1.8%	1.8%	1.4%
Homeless, or non-permanent resident	0.6%	0.6%	0.7%	0.4%	0.7%	0.0%	0.8%

Source: TEA PEIMS (1997-98) *Females only.

rates of schools among these categories differ as well.

The highest dropout rates are found in school districts located in urban areas, and lower rates in rural and non-metropolitan, fast growing areas. Texas student demographic data indicate that minority students are found in greater numbers in the urban areas, and these students are already known to drop out of public schools at higher rates than their nonminority peers. Districts with the largest enrollments are also more concentrated in urban areas, again coinciding with higher dropout rates. As the percentage of students passing all TAAS tests increases, the dropout rate decreases.

Recommendations of the 1999-2001 State Plan to Reduce the Dropout Rate

The Texas Education Agency develops biennial state plans to reduce the dropout rate, as required by TEC, §39.182. *The 1999-2001 State Plan to Reduce the Dropout Rate* makes the following recommendations to reduce the annual and longitudinal dropout rates:

- Continue to implement appropriate service delivery systems that target students in at-risk situations and the potential dropout student population at every grade level with particular emphasis on groups of students in Grades 7 through 12 that have higher-than-average dropout rates.
- Encourage the prioritizing of state and federal funds in the applications submitted to the Agency for the purpose of implementing dropout prevention and dropout recovery programs as may be permitted by funding criteria.
- Continue a comprehensive leadership effort by the Agency that will focus on the advocacy for recruiting, training, and professional development of model teachers of similar backgrounds as student groups with higher-than-average dropout rates.
- Continue and expand on the statewide parent involvement efforts and encourage school districts to provide ongoing training and information for parents.
- Conduct research studies on dropout prevention and recovery programs to document promising practices and target areas for immediate attention.
- Encourage the continued use of innovative technology such as distance-learning via satellite, interactive diskettes, and video- conferencing by school districts and education service centers.
- Continue to support data improvement activities that will enhance the accuracy of dropout information reported to the Agency.

Agency Contact Persons

For information on student dropout data, Department of Policy Planning and Research, (512) 475-3523.

For information on *The 1999-2001 State Plan to Reduce the Dropout Rate*, Oscar M. Cárdenas, Senior Director of the Program Evaluation Unit, Department for the Education of Special Populations, (512) 463-9714.

Other Sources of Information

1997-98 Report on Public School Dropouts, published by the Division of Research and Evaluation, Department of Policy Planning and Research.

1999-2001 State Plan to Reduce the Dropout Rate, published by the Program Evaluation Unit, Department for the Education of Special Populations.

Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in law and/or adopted by the Commissioner of Education or the State Board of Education (SBOE). Analysis of TAAS results and dropout rates can be found in greater detail in Chapters 1 and 2. Other measures and indicators in the Academic Excellence Indicator System (AEIS) State Performance Report on pages 32 to 42 include:

- cumulative percent of students passing the exit-level TAAS;
- percentage of students taking end-of-course tests;
- participation of students in TAAS testing (i.e., percentages of students tested and not tested);
- attendance rates;
- completion rates;
- completion of advanced courses;
- completion of the recommended high school program;
- results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test;
- results from college admission tests (SAT I and ACT); and
- profile information on students, programs, staff, and finances.

Cumulative Percent Passing Exit-Level TAAS

Students must pass the exit-level TAAS in order to receive a high school diploma. The exit-level TAAS is first administered in the spring of the tenth grade. Students have seven additional opportunities to retake the test until their graduation date.

This measure reports the percent of students passing all tests taken on the exit-level TAAS for the Class of 1999 cohort and the Class of 1998 cohort. For example, the TAAS cumulative passing rate for the Class of 1999 shows the percentage of students who first took the exit-level test in spring 1997 when they were sophomores, and eventually passed all tests taken by the end of their senior year, May 1999. The measure only includes those students who took the test in the spring of the tenth grade and continued to retake the test, if needed, in the same district.

Statewide, 90.0 percent of the Class of 1999 and 88.7 percent of the Class of 1998 passed the exit-level TAAS. Passing rates were higher for all student groups in the Class of 1999 compared to the Class of 1998. The greatest gains were for Asian/Pacific Islander students (93.9 percent compared to 91.8 percent) and African American students (84.4 percent compared to 82.4 percent).

Results for End-of-Course Examinations

Students completing Algebra I, Biology, English II, or United States History must take an end-of-course

Technical Note

The TAAS results shown in the AEIS State Performance Report on pages 32 to 42 differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance chapter, however, contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. TAAS results in both chapters reflect similar trends.

examination. The AEIS shows the percent of students who took the test, and who passed the test, in either December or May of each school year, or in the summer preceding the school year. For Biology, English II, and United States History, results for students in Grades 9-12 are reported. For Algebra I, results for students in Grades 7-12 are reported. The 1998-99 school year is the first year of reporting for English II and United States History end-of-course examinations. Students served in special education are now included in this measure; for comparison purposes both years of reported data have been recalculated to include these students.

Statewide in 1998-99, 18.0 percent of students in Grades 7-12 took the Algebra I test, up slightly from the 17.4 percent taking this test the previous year, and 24.2 percent of students in Grades 9-12 took the Biology test, which is up slightly from 23.9 percent for the prior year. Statewide in Grades 9-12 during 1998-99, 21.4 percent of students took English II, and 18.9 percent took United States History.

The percent passing Algebra I was 43.4 in 1998-99, a 7.5 percentage point increase over the results for 1997-98 when 35.9 percent passed the test. The percent passing Biology was 76.4 in 1998-99, the same as in 1997-98. Statewide in 1998-99, 72.7 percent of the students who took the English II end-of-course examination passed, and 69.8 percent passed United States History.

TAAS Participation

Every student enrolled in a Texas public school in Grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS test. However, there are circumstances under which some students are not tested. In addition, not all test results are included when evaluating test performance for accountability ratings purposes. In 1999, test results for accountability evaluation included students in regular and special education in Grades 3 through 8 and 10, and regular and special education students who took the Spanish version of TAAS in reading and mathematics at Grades 3 and 4. The TAAS Participation section of the AEIS reports provides the percentages of students tested and not tested. The percentages are based on the number of answer documents submitted; districts are required to submit an answer document for each student enrolled at the time of the spring TAAS administration in the grades tested.

In 1999,

- 89.3 percent of students were tested. The results of 84.2 percent of students were included for accountability ratings purposes, up from 76.0 in 1998. The results of 5.2 percent were excluded for the following policy reasons: 4.6 percent were students not enrolled in the fall in the district where they tested in the spring (mobile subset), 0.1 percent took only the science and social studies components of the 8th grade assessment, and 0.5 percent were students who took the Spanish version of the TAAS writing test in Grade 4, or the reading and mathematics tests in Grades 5 and 6. Beginning in 2000, results for students taking the Spanish version of the TAAS in Grades 3 through 6 will be included in the results for accountability purposes.
- 10.7 percent of students were not tested. Of those, 0.7 percent were absent on all days of testing, 6.9 percent were students served in special education who were exempt from all the tests by their Admission, Review, and Dismissal (ARD) Committee, 2.2 percent were exempt from all tests due to limited English proficiency (LEP), and 0.9 percent had answer documents coded with a combination of the "not tested" categories or had their testing disrupted by illness or other similar events.

The limited English proficiency (LEP) exemption is not an option for exit-level students. Beginning in 1997, the Spanish TAAS was available for Spanish-speaking students in Grades 3-6 who otherwise might have been exempted due to limited English proficiency.

Special education (ARD) exemptions were highest among African American students at 11.6 percent, followed by economically disadvantaged students (10.2 percent), Hispanic students (7.5 percent) and Native American students (7.3 percent).

While there was little variance between males and females in the rate of exemptions for limited English proficiency, a much higher percentage of male students received special education exemp-

tions compared to female students. The special education exemption rate for males was 8.9 percent, while only 4.9 percent of females were ARD-exempt.

Student Attendance

The commissioner of education has established a student attendance standard of 94 percent for all students in Grades 1 through 12 in all Texas public schools. The statewide attendance rate rose slightly to 95.3 percent in the 1997-98 school year from 95.2 percent in 1996-97. Rates for all student groups were at or above the 94 percent standard for the 1997-98 school year.

Completion Rate

Completion rates were calculated and included for the first time on the 1997-98 AEIS reports. This longitudinal measure tracks a group (or cohort) of students enrolled as 9th graders through the following four school years to determine if they completed their high school education. For example, the Class of 1998 completion rate includes those students who were in the 9th grade in 1994-95 and graduated (either on time or early), received a GED, or were still enrolled during the 1998-99 school year. The completion rate for the Class of 1998 was 91.4 percent. This is an increase over the completion rate for the Class of 1997, at 90.7 percent. The lowest completion rates for the Class of 1998 were for economically disadvantaged students (86.3 percent) and students served in special education (85.3 percent).

Of the 91.4 percent included in the Class of 1998 statewide completion rate, 76.7 percent graduated, 7.4 percent received a GED, and 7.3 percent were still enrolled during the 1998-99 school year.

Percentage Completing Advanced Courses

This indicator is based on a count of the number of students who complete and receive credit for at least one advanced course in Grades 9-12. The course list includes all advanced courses as well as the College Board Advanced Placement (AP) courses, and the International Baccalaureate (IB) courses. Students served in special education are now included in this measure; for comparison purposes both years of reported data have been recalculated to include these students.

In 1997-98, the most recent year for which data are available, 18.9 percent of students in Grades 9-12 completed at least one advanced course. This rate is up slightly from the 18.1 percent who completed advanced courses during the 1996-97 school year. All student groups demonstrated increases on this indicator.

Percentage Completing Recommended High School Program

This indicator shows the percentage of graduates reported as having satisfied the course requirements for the State Board of Education Recommended High School Program. It also includes those who met the requirements for the Distinguished Achievement Program.

For the Class of 1998, 8.7 percent of students statewide met the requirements for the Recommended High School Program, up from the 1.4 percent reported for the Class of 1997. Performance on this measure is low, but growing, for several reasons. The Recommended High School Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. It is still very early for significant numbers of students to have qualified for the program. Most districts continue to report their advanced students as having completed either the "Advanced High School Program" or the "Advanced High School Honors Program," which will no longer be reported beginning with the Class of 2001 graduates. As shown in the profile section of the 1998-99 state AEIS report, of the Class of 1998 graduates, 60,737 (30.8 percent) were reported as having advanced seals on their diplomas, while 17,118 (8.7 percent) were reported as having met the requirements for the Recommended High School Program or Distinguished Achievement Program.

Advanced Placement (AP) and International Baccalaureate (IB) Results

This indicator reports the results of the College Board Advanced Placement (AP) and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, usually upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. These are referred to as the "criterion scores" in the points below.

- The percent of 11th or 12th graders taking at least one AP or IB examination rose from 9.7 percent in 1997-98 to 11.0 percent in 1998-99. With the exception of Native American students, the percentages of students participating in these examinations rose for all student groups between 1997-98 and 1998-99.
- The percent of examinations with scores above the criterion declined statewide from 57.4 percent in 1997-98 to 55.7 percent in 1998-99, the second year of decline for this measure, which was 59.2 percent in 1996-97. Only Native American students improved on this measure, moving from 56.1 percent in 1997-98 to 57.1 percent in 1998-99.
- The percent of examinees with at least one score above the criterion decreased statewide from 59.6 percent to 58.6 percent. Among the student groups, only African American students improved on this measure, moving from 30.5 percent in 1997-98 to 31.5 percent in 1998-99.

The overall declines in the percentages of AP/IB examinations and examinees with high scores should be considered in the context of increased participation in AP/IB examinations. Generally speaking with tests of this nature, as participation rates increase, overall performance tends to decrease. The fact that more African-American students took these tests in 1998-99 and also showed an increase in the percent with at least one score above the criterion compared to 1997-98 is encouraging.

TAAS/TASP Equivalency

The Texas Academic Skills Program (TASP) is a test of reading, writing, and mathematics required of all persons entering undergraduate programs at Texas public institutions of higher education for the first time. This indicator shows the percent of graduates who did well enough on the exit-level TAAS to have a 75 percent likelihood of passing the Texas Academic Skills Program (TASP) test.

Equivalency rates for the Class of 1998 showed that 45.0 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. This is an improvement over the equivalency rate for the Class of 1997, at 41.2 percent. Among the student ethnic groups for the Class of 1998, the rates varied from 60.6 percent for Asian/Pacific Islander students to 25.6 percent for African American students.

College Admission Tests

Results from the SAT I of the College Board and the Enhanced ACT of the American College Testing Program are included in this indicator.

- The percentage of examinees who scored at or above the criterion score on either test (1,110 on the SAT I or 24 on the ACT) was 27.2 percent for the Class of 1998, up slightly from 26.6 percent for the Class of 1997.
- The percentage of graduates who took either the SAT I or the ACT declined from 63.6 percent for the Class of 1997 to 61.7 percent for the Class of 1998, the second year in a row of a decline in these measures.
- The average SAT I score for the Class of 1998 was 992, the same as for the Class of 1997.
- The average ACT composite score was 20.3 for the Class of 1998, up slightly from 20.1 for the Class of 1997.

Profile Information

In addition to performance data, the AEIS State Performance Report also provides descriptive profile statistics (counts and percentages) on a variety of data relating to students, programs, staff, and finances.

Agency Contact Person

Cherry Kugle, Senior Director of Performance Reporting, Department of Policy Planning and Research, (512) 463-9704.

Other Sources of Information

AEIS Performance Reports and Profiles for each public school district and campus, available from each district, the agency's Division of Communications, (512) 463-9000, or online at www.tea.state.tx.us/perfreport/.

Pocket Edition, 1998-99: Texas Public School Statistics, published by the Division of Performance Reporting, Department of Policy Planning and Research, available in December 1999.

Snapshot '99: School District Profiles, published by the Division of Performance Reporting, Department of Policy Planning and Research, available in early 2000.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1998-99 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3											
Reading	1999	88.0%	76.9%	84.5%	93.6%	86.9%	95.7%	86.1%	90.0%	81.6%	78.5%
	1998	83.7%	74.0%	77.8%	89.8%	81.9%	94.3%	81.2%	86.1%	75.8%	56.9%
Math	1999	83.1%	65.4%	79.3%	90.7%	82.7%	94.7%	83.9%	82.4%	75.1%	71.3%
	1998	78.2%	63.1%	71.4%	86.3%	77.1%	92.8%	78.2%	78.1%	68.7%	52.2%
All Tests	1999	78.9%	60.0%	73.8%	87.7%	77.8%	92.6%	78.4%	79.5%	69.3%	65.7%
	1998	73.3%	57.5%	65.4%	82.3%	71.4%	90.3%	72.0%	74.5%	62.4%	44.0%
TAAS % Passing Spanish Grade 3											
Reading	1999	74.2%	80.0%	74.2%	76.7%	50.0%	*	69.0%	79.1%	73.8%	52.3%
	1998	64.6%	54.5%	64.6%	59.5%	76.5%	*	58.5%	70.7%	64.4%	39.3%
Math	1999	74.9%	87.5%	74.9%	83.3%	50.0%	*	74.5%	75.2%	74.6%	54.4%
	1998	65.4%	50.0%	65.4%	70.7%	58.8%	*	64.5%	66.4%	65.4%	43.2%
All Tests	1999	65.4%	80.0%	65.4%	74.2%	35.7%	*	62.0%	68.7%	64.9%	44.0%
	1998	54.2%	36.4%	54.3%	50.0%	52.9%	*	50.3%	58.1%	54.0%	30.2%
TAAS % Passing Grade 4											
Reading	1999	88.8%	79.2%	84.4%	94.3%	88.1%	96.6%	87.2%	90.4%	82.3%	75.2%
	1998	86.7%	77.3%	81.4%	92.3%	84.0%	96.3%	84.5%	88.9%	79.3%	56.6%
Writing	1999	88.4%	81.0%	85.8%	92.1%	88.5%	95.2%	86.1%	90.7%	83.3%	72.1%
	1998	85.5%	78.1%	81.4%	89.9%	82.1%	95.5%	81.9%	89.[illegible]%	79.0%	52.6%
Math	1999	87.6%	74.1%	84.6%	93.1%	87.0%	96.7%	87.3%	87.[illegible]%	81.3%	72.7%
	1998	82.7%	69.8%	77.9%	88.9%	78.9%	95.9%	82.0%	83.3%	74.9%	51.4%
All Tests	1999	78.4%	63.1%	73.2%	86.0%	76.6%	91.8%	76.3%	80.6%	69.2%	58.9%
	1998	74.1%	59.6%	67.2%	82.0%	70.6%	91.7%	71.1%	77.1%	63.6%	36.9%
TAAS % Passing Spanish Grade 4											
Reading	1999	46.1%	40.0%	46.2%	35.3%	16.7%	*	41.0%	51.1%	45.4%	29.5%
	1998	38.6%	85.7%	38.5%	52.6%	65.2%	*	32.8%	44.6%	38.6%	18.0%
Writing	1999	67.8%	70.0%	67.9%	56.3%	33.3%	*	61.8%	73.7%	67.3%	43.8%
	1998	63.2%	*	63.1%	81.0%	87.0%	*	56.9%	69.4%	63.2%	36.9%
Math	1999	72.7%	55.6%	72.7%	70.6%	80.0%	*	71.9%	73.4%	72.3%	51.7%
	1998	58.3%	*	58.2%	83.3%	91.7%	*	56.8%	59.9%	58.3%	30.6%
All Tests	1999	40.9%	45.5%	41.0%	23.5%	16.7%	*	35.6%	46.2%	40.2%	23.3%
	1998	32.3%	85.7%	32.2%	52.4%	62.5%	*	27.4%	37.2%	32.4%	14.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1998-99 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 5											
Reading	1999	86.4%	76.1%	79.8%	93.6%	89.1%	94.7%	85.4%	87.4%	78.0%	69.2%
	1998	85.0%	76.7%	79.0%	90.9%	87.4%	94.7%	82.5%	87.5%	77.2%	52.1%
Math	1999	90.1%	78.4%	87.5%	94.9%	91.8%	97.8%	90.0%	90.2%	84.9%	74.6%
	1998	85.9%	74.4%	82.0%	91.4%	86.6%	96.3%	84.7%	87.1%	79.2%	54.2%
All Tests	1999	82.5%	68.1%	75.7%	90.9%	85.1%	93.8%	81.8%	83.3%	73.0%	63.2%
	1998	79.4%	66.6%	72.9%	86.9%	81.6%	93.0%	77.0%	81.9%	69.9%	42.4%
TAAS % Passing Spanish Grade 5											
Reading	1999	33.5%	-	33.5%	40.0%	*	-	28.8%	38.3%	32.8%	12.2%
	1998	49.0%	*	49.0%	44.4%	*	*	44.3%	53.9%	48.9%	20.7%
Math	1999	65.1%	-	65.0%	66.7%	*	-	64.2%	66.0%	64.5%	38.8%
	1998	56.5%	*	56.5%	77.8%	*	*	56.0%	57.0%	56.7%	28.4%
All Tests	1999	31.7%	-	31.7%	40.0%	*	-	27.7%	35.9%	31.1%	14.6%
	1998	40.7%	*	40.8%	44.4%	*	*	37.8%	43.8%	40.8%	15.4%
TAAS % Passing Grade 6											
Reading	1999	84.9%	77.3%	76.9%	92.7%	87.0%	93.0%	82.5%	87.3%	76.1%	61.6%
	1998	82.2%	74.2%	72.0%	91.5%	86.3%	91.6%	79.5%	85.0%	71.7%	48.5%
Math	1999	86.9%	75.7%	81.9%	93.6%	88.0%	96.0%	85.6%	88.2%	80.2%	64.0%
	1998	82.3%	70.1%	75.6%	90.0%	84.0%	94.4%	80.3%	84.3%	73.7%	46.3%
All Tests	1999	79.8%	67.3%	71.1%	89.5%	81.8%	91.4%	77.3%	82.2%	69.3%	52.5%
	1998	75.5%	62.5%	64.7%	86.4%	78.2%	89.5%	72.6%	78.5%	63.3%	36.1%
TAAS % Passing Spanish Grade 6											
Reading	1999	30.2%	*	30.5%	*	0.0%	-	29.4%	30.9%	30.2%	6.7%
	1998	28.0%	*	28.0%	*	*	-	22.0%	33.6%	27.8%	10.0%
Math	1999	51.2%	*	51.7%	*	14.3%	-	50.5%	51.9%	52.1%	6.7%
	1998	37.9%	*	37.9%	*	*	-	33.6%	41.8%	38.0%	15.0%
All Tests	1999	26.5%	*	26.8%	*	0.0%	-	25.7%	27.3%	26.7%	0.0%
	1998	22.0%	*	22.0%	*	*	-	17.9%	25.9%	22.1%	9.1%

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1998-99 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 7											
Reading	1999	83.6%	73.9%	75.0%	92.1%	84.1%	93.0%	80.8%	86.3%	73.6%	57.4%
	1998	82.2%	71.3%	73.1%	91.1%	83.7%	91.1%	78.9%	85.5%	71.4%	47.7%
Math	1999	84.9%	73.3%	78.7%	92.1%	86.5%	95.8%	82.9%	86.9%	77.0%	57.4%
	1998	79.9%	63.9%	71.6%	89.4%	81.6%	92.8%	78.7%	81.1%	69.1%	41.7%
All Tests	1999	77.7%	63.9%	68.0%	88.1%	78.3%	91.5%	74.6%	80.9%	66.0%	46.2%
	1998	74.3%	57.2%	63.4%	86.0%	75.6%	88.3%	71.7%	76.9%	60.8%	33.4%
TAAS % Passing Grade 8											
Reading	1999	88.2%	81.8%	81.9%	94.0%	88.4%	93.6%	85.5%	90.9%	80.7%	63.7%
	1998	81.8%	72.2%	71.9%	90.8%	82.8%	90.3%	78.1%	85.5%	70.4%	45.3%
Writing	1999	85.7%	79.1%	79.4%	91.7%	86.7%	92.1%	81.7%	89.7%	77.6%	54.2%
	1998	80.0%	71.5%	71.9%	87.6%	79.3%	89.6%	74.7%	85.4%	69.9%	37.1%
Math	1999	86.3%	74.7%	80.5%	92.9%	86.3%	95.6%	85.2%	87.3%	78.7%	58.8%
	1998	80.0%	67.4%	71.8%	88.4%	81.0%	93.6%	78.4%	81.7%	70.0%	40.1%
Science	1999	87.1%	74.4%	79.5%	95.4%	88.8%	92.8%	88.0%	86.1%	77.9%	67.2%
	1998	81.0%	66.2%	71.0%	91.5%	82.6%	91.4%	80.7%	81.4%	69.1%	48.2%
Social S.	1999	70.1%	53.6%	56.1%	83.6%	75.2%	84.6%	71.4%	68.9%	54.4%	40.1%
	1998	66.3%	50.0%	50.9%	80.7%	70.9%	83.1%	66.4%	66.3%	49.2%	30.5%
All Tests	1999	63.3%	44.9%	48.9%	77.6%	67.4%	80.0%	62.4%	64.2%	46.6%	28.0%
	1998	57.4%	38.8%	41.7%	72.7%	60.1%	77.6%	55.2%	59.7%	39.5%	16.5%
TAAS % Passing* Grade 10											
Reading	1999	88.8%	83.1%	80.5%	95.5%	89.0%	89.1%	87.9%	89.7%	79.4%	64.5%
	1998	86.0%	78.7%	77.7%	93.0%	88.1%	88.3%	84.4%	87.6%	75.5%	52.2%
Writing	1999	90.6%	86.4%	84.5%	95.6%	89.7%	91.2%	88.1%	93.0%	83.6%	63.6%
	1998	87.4%	82.2%	80.0%	93.2%	87.3%	90.5%	84.8%	90.0%	78.5%	49.8%
Math	1999	81.6%	67.4%	73.7%	89.8%	76.7%	91.5%	82.4%	80.9%	72.0%	47.4%
	1998	75.6%	59.1%	65.6%	85.4%	78.7%	88.7%	77.4%	73.9%	63.7%	35.0%
All Tests	1999	76.2%	61.5%	65.1%	86.8%	71.1%	83.7%	75.4%	77.0%	63.0%	39.0%
	1998	69.9%	53.3%	57.5%	81.4%	73.1%	80.8%	69.8%	70.1%	55.0%	25.3%

* Credit for End-of-Course examinations is not included in the passing rate.

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1998-99 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing (Sum of 3-8 & 10) Accountability Subset*											
Reading	1999	86.5%	78.2%	79.5%	93.7%	87.3%	93.6%	84.5%	88.5%	78.2%	66.7%
	1998	83.3%	74.8%	74.8%	91.3%	84.7%	92.2%	80.6%	86.1%	73.7%	51.0%
Writing	1999	88.2%	81.9%	83.1%	93.1%	88.3%	92.7%	85.2%	91.1%	81.4%	62.9%
	1998	84.2%	77.0%	77.4%	90.1%	82.6%	91.7%	80.2%	88.0%	75.6%	46.0%
Math	1999	85.7%	72.8%	80.7%	92.5%	85.4%	95.4%	85.2%	86.2%	78.7%	64.7%
	1998	80.4%	67.0%	73.3%	88.6%	81.2%	93.4%	79.7%	81.2%	71.5%	46.6%
All Tests	1999	78.3%	64.0%	70.1%	87.9%	77.9%	90.3%	76.3%	80.4%	67.9%	52.8%
	1998	73.1%	58.8%	63.1%	83.6%	74.0%	88.1%	70.6%	75.7%	61.2%	35.0%
2000 Preview Indicator TAAS % Passing (Includes Spec. Ed. & Spanish 3-6) Sum of 3-8 & 10											
Reading	1999	86.3%	78.2%	79.0%	93.7%	87.2%	93.6%	84.3%	88.3%	77.8%	66.6%
Writing	1999	87.9%	81.9%	82.4%	93.1%	88.2%	92.7%	84.9%	90.8%	80.9%	62.7%
Math	1999	85.6%	72.8%	80.5%	92.5%	85.3%	95.4%	85.1%	86.1%	78.6%	64.6%
All Tests	1999	78.1%	64.0%	69.5%	87.9%	77.8%	90.3%	76.0%	80.2%	67.5%	52.7%

* Includes performance of Special Education students, Grade 3 and 4 Spanish TAAS takers of Reading and Mathematics. For 1999, also includes (as passers) 1,892 students who qualified for End-of-Course examination credit and did not take the exit-level TAAS test.

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1998-99 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS Cumulative Pass Rate - Exit											
Class of 1999		90.0%	84.4%	84.1%	94.9%	86.3%	93.9%	89.3%	90.6%	n/a	n/a
Class of 1998		88.7%	82.4%	82.6%	93.9%	85.5%	91.8%	88.1%	89.2%	n/a	n/a
End-of-Course Exam											
Algebra I											
% Passing	1999	43.4%	24.9%	31.0%	57.2%	45.0%	71.6%	43.3%	43.5%	30.2%	18.4%
	1998	35.9%	18.0%	23.0%	49.3%	37.8%	65.8%	35.5%	36.3%	22.7%	13.1%
% Taking	1999	18.0%	17.1%	18.2%	17.6%	18.8%	18.3%	17.6%	18.4%	16.7%	8.5%
	1998	17.4%	16.5%	17.5%	17.1%	19.3%	18.6%	16.9%	17.8%	15.8%	7.7%
Biology											
% Passing	1999	76.4%	61.7%	64.0%	89.1%	79.9%	84.1%	76.8%	76.0%	62.5%	44.5%
	1998	76.4%	60.9%	62.5%	89.5%	81.0%	85.7%	77.6%	75.1%	61.1%	45.5%
% Taking	1999	24.2%	22.9%	24.2%	24.1%	25.4%	25.5%	23.7%	24.7%	23.5%	15.6%
	1998	23.9%	21.5%	23.7%	24.3%	27.9%	25.3%	23.3%	24.5%	22.9%	14.7%
English II											
% Passing	1999	72.7%	59.5%	62.6%	82.5%	73.0%	80.7%	66.6%	78.7%	60.0%	35.1%
% Taking	1999	21.4%	20.1%	20.1%	22.3%	21.7%	23.4%	20.7%	22.1%	19.3%	10.5%
US History											
% Passing	1999	69.8%	55.0%	53.9%	83.3%	73.3%	80.6%	72.3%	67.2%	51.5%	37.4%
% Taking	1999	18.9%	17.6%	17.7%	19.8%	20.9%	21.2%	18.4%	19.5%	16.8%	11.6%

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1998-99 State Performance Report

1999 TAAS Participation Grades 3-8 & 10	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.
Tested	89.3%	86.6%	85.4%	93.4%	89.8%	89.5%	87.1%	91.6%	84.1%
Accountability Subset	84.2%	81.2%	79.9%	89.0%	79.8%	85.9%	82.1%	86.5%	78.8%
Mobile Subset	4.6%	5.4%	4.2%	4.3%	9.5%	3.6%	4.5%	4.6%	4.3%
Sci &/or Soc St only	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%
Spanish (gr. 4W & 5-6)	0.5%	0.0%	1.2%	0.0%	0.4%	0.0%	0.5%	0.4%	0.9%
Not Tested	10.7%	13.4%	14.6%	6.6%	10.2%	10.5%	12.9%	8.4%	15.9%
Absent	0.7%	0.8%	0.7%	0.6%	0.8%	0.4%	0.7%	0.6%	0.6%
ARD Exempt	6.9%	11.6%	7.5%	5.3%	7.3%	2.2%	8.9%	4.9%	10.2%
LEP Exempt	2.2%	0.2%	5.2%	0.1%	1.0%	6.9%	2.3%	2.2%	4.0%
Other	0.9%	0.8%	1.2%	0.6%	1.1%	1.0%	1.0%	0.7%	1.1%
Total Answer Documents	2,081,638	295,798	776,499	944,242	6,409	52,988	1,065,298	1,014,956	980,572

1998 TAAS Participation Grades 3-8 & 10	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.
Tested	91.1%	88.5%	87.2%	95.0%	91.0%	89.2%	89.3%	92.9%	86.4%
Accountability Subset	76.0%	74.9%	69.9%	81.2%	69.2%	82.7%	71.9%	80.4%	68.8%
Mobile Subset	4.4%	5.1%	3.8%	4.2%	10.0%	3.7%	4.2%	4.5%	3.9%
Special Education	8.7%	8.5%	8.0%	9.6%	10.9%	2.8%	11.3%	5.9%	9.7%
Spanish (gr. 3-6)	2.0%	0.0%	5.5%	0.0%	1.0%	0.0%	2.0%	2.1%	4.0%
Not Tested	8.9%	11.5%	12.8%	5.0%	9.0%	10.8%	10.7%	7.1%	13.6%
Absent	0.8%	0.9%	0.8%	0.7%	0.8%	0.4%	0.8%	0.7%	0.8%
ARD Exempt	5.2%	9.6%	5.5%	3.8%	5.8%	1.8%	6.7%	3.6%	7.8%
LEP Exempt	2.3%	0.2%	5.4%	0.1%	1.2%	7.9%	2.3%	2.2%	4.1%
Other	0.7%	0.8%	1.0%	0.4%	1.1%	0.7%	0.8%	0.6%	1.0%
Total Answer Documents	2,052,472	289,287	753,013	947,170	5,978	50,888	1,051,417	999,500	972,809

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Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
Attendance Rate										
1997-98	95.3%	94.9%	94.9%	95.7%	94.6%	97.2%	95.3%	95.3%	95.0%	94.0%
1996-97	95.2%	94.7%	94.7%	95.6%	94.4%	97.3%	95.2%	95.2%	94.8%	93.9%
Annual Dropout Rate										
1997-98	1.6%	2.1%	2.3%	0.9%	2.6%	0.9%	1.6%	1.5%	1.6%	1.8%
1996-97	1.6%	2.0%	2.3%	1.0%	1.9%	0.8%	1.7%	1.5%	1.6%	1.9%
Actual Longitudinal 6-Yr. Dropout Rate										
Class of 1998	14.7%	18.9%	20.4%	9.0%	15.7%	6.8%	15.8%	13.5%	18.9%	18.2%
Completion Rate										
Class of 1998	91.4%	88.5%	86.9%	94.9%	89.6%	96.0%	90.7%	92.2%	86.3%	85.3%
Graduated	76.7%	72.2%	68.1%	82.8%	72.2%	87.4%	73.0%	80.4%	67.1%	66.0%
Received GED	7.4%	6.0%	7.1%	8.2%	11.1%	3.5%	8.7%	6.1%	7.5%	5.3%
Continuing	7.3%	10.3%	11.7%	3.9%	6.3%	5.1%	9.0%	5.7%	11.8%	14.1%
Class of 1997	90.7%	87.2%	85.6%	94.5%	89.0%	95.7%	89.9%	91.6%	84.7%	83.6%
Graduated	75.8%	70.6%	66.4%	82.5%	70.6%	87.8%	72.5%	79.2%	65.1%	64.7%
Received GED	8.2%	7.2%	8.1%	8.7%	11.9%	3.6%	9.3%	7.0%	8.4%	5.3%
Continuing	6.7%	9.3%	11.1%	3.4%	6.5%	4.2%	8.1%	5.3%	11.1%	13.6%
% Adv. Courses										
1997-98	18.9%	13.1%	14.5%	22.7%	18.5%	35.9%	16.8%	21.1%	12.6%	4.7%
1996-97	18.1%	12.6%	13.8%	21.6%	18.3%	35.5%	16.0%	20.2%	11.9%	4.2%
% Rec. HS Pgm.										
Class of 1998	8.7%	4.7%	6.0%	10.8%	7.1%	15.2%	7.8%	9.5%	5.4%	1.8%
Class of 1997	1.4%	1.1%	1.1%	1.6%	1.9%	1.7%	1.3%	1.4%	1.2%	1.0%
AP/IB Results										
% Tested										
1998-99	11.0%	4.3%	7.9%	13.4%	7.1%	27.6%	9.7%	12.2%	n/a	n/a
1997-98	9.7%	3.7%	6.5%	11.9%	9.8%	27.2%	8.5%	10.7%	n/a	n/a
% Scores >= Crit.										
1998-99	55.7%	29.5%	39.2%	60.4%	57.1%	68.5%	58.5%	53.4%	n/a	n/a
1997-98	57.4%	29.9%	42.8%	60.9%	56.1%	70.1%	60.1%	55.2%	n/a	n/a
% Tested >= Crit.										
1998-99	58.6%	31.5%	48.0%	62.8%	53.3%	71.6%	60.5%	57.2%	n/a	n/a
1997-98	59.6%	30.5%	50.0%	63.1%	53.3%	72.9%	61.3%	58.3%	n/a	n/a
TAAS/TASP Equiv.										
Class of 1998	45.0%	25.6%	30.3%	56.4%	42.6%	60.6%	45.7%	44.4%	27.3%	10.0%
Class of 1997	41.2%	20.5%	25.7%	52.7%	42.0%	56.2%	43.7%	38.9%	23.3%	8.5%

Indicator.	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
SAT/ACT Results										
% At/Above Crit.										
Class of 1998	27.2%	7.6%	10.8%	35.6%	24.8%	42.3%	30.3%	24.6%	n/a	n/a
Class of 1997	26.6%	7.1%	10.9%	34.6%	28.5%	44.2%	29.5%	24.2%	n/a	n/a
% Tested										
Class of 1998	61.7%	55.9%	44.6%	69.4%	80.4%	87.0%	58.9%	64.1%	n/a	n/a
Class of 1997	63.6%	58.2%	46.9%	70.6%	88.3%	88.9%	61.0%	66.0%	n/a	n/a
Mean SAT I Score										
Class of 1998	992	848	904	1045	976	1066	1014	974	n/a	n/a
Class of 1997	992	849	907	1044	967	1067	1011	976	n/a	n/a
Mean ACT Score										
Class of 1998	20.3	17.3	18.1	21.6	20.8	21.8	20.2	20.3	n/a	n/a
Class of 1997	20.1	17.2	18.0	21.4	20.8	21.8	20.1	20.1	n/a	n/a

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STUDENT INFORMATION

		Count	Percent
Total Students		3,945,367	100.0%
Students By Grade:	Early Childhood Education	13,869	0.4%
	Pre-Kindergarten	123,076	3.1%
	Kindergarten	290,432	7.4%
	Grade 1	318,863	8.1%
	Grade 2	309,313	7.8%
	Grade 3	307,892	7.8%
	Grade 4	301,475	7.6%
	Grade 5	299,362	7.6%
	Grade 6	300,246	7.6%
	Grade 7	303,921	7.7%
	Grade 8	299,760	7.6%
	Grade 9	350,743	8.9%
	Grade 10	273,161	6.9%
	Grade 11	240,751	6.1%
	Grade 12	212,503	5.4%
Ethnic Distribution:	African American	567,998	14.4%
	Hispanic	1,523,769	38.6%
	White	1,741,690	44.1%
	Asian/Pacific Islander	100,006	2.5%
	Native American	11,904	0.3%
Economically Disadvantaged		1,914,547	48.5%
Limited English Proficient (LEP)		533,741	13.5%

		Non-Special Education Rates	Special Education Rates
Retention Rates By Grade:	Kindergarten	1.7%	7.9%
	Grade 1	5.4%	10.7%
	Grade 2	2.8%	4.8%
	Grade 3	1.8%	2.6%
	Grade 4	1.2%	1.7%
	Grade 5	0.7%	2.0%
	Grade 6	1.6%	2.3%
	Grade 7	2.8%	3.3%
	Grade 8	1.9%	3.4%

Graduates (Class of 98):	Count
Total (Includes Special Education)	197,186
African American	25,165
Hispanic	60,362
White	104,792
Asian/Pacific Islander	6,263
Native American	604
Special Education Graduates	18,270
Graduated Under Advanced Programs	60,737
Graduated Under Rec. HS Pgm./DAP	17,118

PROGRAM INFORMATION

	Count	Percent
Student Enrollment by Program:		
Special Education	476,712	12.1%
Career and Technology Education	704,123	17.8%
Bilingual/ESL Education	479,040	12.1%
Gifted and Talented Education	330,113	8.4%
Teachers by Program (population served):		
Regular Education	184,880.0	71.2%
Special Education	24,743.9	9.5%
Compensatory Education	9,484.6	3.7%
Career and Technology Education	11,243.8	4.3%
Bilingual/ESL Education	17,715.9	6.8%
Gifted and Talented Education	5,395.2	2.1%
Other	6,275.7	2.4%

Budgeted Instructional Operating Expenditures by Program:	Amount	Percent
Regular Education	$8,422,704,901	71.3%
Special Education	$1,446,996,392	12.3%
Compensatory Education	$857,875,666	7.3%
Career and Technology Education	$473,483,695	4.0%
Bilingual/ESL Education	$411,652,260	3.5%
Gifted and Talented Education	$193,592,141	1.6%

EXCLUSIONS

Shared Services Arrangement Staff:	Count
Professional Staff	1,170.1
Educational Aides	322.8
Auxiliary Staff	800.4
Contracted Instructional Staff:	1,148.4

Budgeted Financial:	Amount
Total	$471,849,463
Tuition Transfers-Grades Not Offer (91,94,96)	$9,453,950
Wealth Equalization Transfers (91,96)	$384,715,173
Payments to Fiscal Agents/Members of SSA (93)	$77,680,340

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STAFF INFORMATION

	Count	Percent
Professional Staff:	313,306.4	62.0%
Teachers	259,739.1	51.4%
Professional Support	36,399.0	7.2%
Campus Administration (School Leadership)	12,863.0	2.5%
Central Administration	4,305.2	0.9%
Educational Aides:	51,843.9	10.3%
Auxiliary Staff:	139,960.4	27.7%
Total Staff:	505,110.7	100.0%
Total Minority Staff:	184,116.8	36.5%
Teachers by Ethnicity and Sex:		
Females	200,542.3	77.2%
Males	59,196.8	22.8%
African American	21,462.6	8.3%
Hispanic	42,246.8	16.3%
White	193,792.0	74.6%
Asian/Pacific Islander	1,461.8	0.6%
Native American	776.0	0.3%
Teachers by Highest Degree Held:		
No Degree	3,321.1	1.3%
Bachelors	191,174.4	73.6%
Masters	64,087.4	24.7%
Doctorate	1,156.2	0.4%
Teachers by Years of Experience:		
Beginning Teachers	19,896.2	7.7%
1-5 Years Experience	69,343.3	26.7%
6-10 Years Experience	46,044.0	17.7%
11-20 Years Experience	71,308.6	27.5%
Over 20 Years Experience	53,147.0	20.5%
Number of Students Per Teacher:	15.2	n/a

	Years
Average Yrs. Experience of Teachers:	11.8 yrs.
Average Yrs. Experience of Teachers with Dist.	8.0 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$25,586
1-5 Years Experience	$27,748
6-10 Years Experience	$31,470
11-20 Years Experience	$38,005
Over 20 Years Experience	$43,767
Average Actual Salaries (regular duties only):	
Teachers	$34,336
Professional Support	$41,654
Campus Administration (School Leadership)	$53,427
Central Administration	$64,583

Permits by Type:	Count
Emergency (for certified personnel)	5,353
Emergency (for uncertified personnel)	4,734
Nonrenewable	1,900
Temporary Classroom Assignment	1,009
District Teaching	274
Temporary Exemption	64

Turnover Rate For Teachers:	15.5%

Class Size Average by Subject Area:		Average
Elementary		19.7
Secondary:	English	20.4
	Foreign Language	21.0
	Mathematics	20.5
	Science	21.7
	Social Studies	22.5

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TAX INFORMATION	Amount	Percent/ Rate
Total Adopted Tax Rate (calendar year 1998)	n/a	$1.540
Standardized Tax Rates (comptroller valuation)		
Maintenance and Operations	n/a	$1.340
Interest and Sinking Fund	n/a	$0.199
Total Rate (sum of above)	n/a	$1.539
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$749,196,856,770	n/a
Value Per Pupil	$190,769	n/a
Value by Category		
Business	$345,197,021,675	46.7%
Residential	$400,719,127,460	47.2%
Land	$62,175,339,884	7.3%
Oil and Gas	$35,021,071,071	4.1%
Other	$5,292,865,007	0.6%

BUDGETED REVENUE INFORMATION		
Total Revenues	$22,309,392,465	n/a
Total Revenues per Pupil	$5,655	n/a
Revenues by Source		
Local Tax	$10,668,918,310	47.8%
Other Local & Intermediate	$988,611,884	4.4%
State	$9,887,308,699	44.3%
Federal	$764,553,572	3.4%

FUND BALANCE INFORMATION		
Fund Balance (EOY 1997-98 Audited)	$4,423,266,863	n/a
% of Total Budgeted Expend. (1998-99)	n/a	21.2%

BUDGETED EXPENDITURE INFORMATION	Amount	Percent
Total Expenditures:	$23,092,945,910	100.0%
Total Expenditures by Object:		
Operating	$20,651,260,318	89.4%
Payroll Costs (6100)	$16,842,393,299	72.9%
Prof. & Contracted Srvcs (6200)	$1,833,890,726	7.9%
Supplies and Materials (6300)	$1,555,239,478	6.7%
Other Operating Costs (6400)	$419,736,815	1.8%
Non-Operating	$2,441,685,592	10.6%
Debt Service (6500)	$1,763,445,436	7.6%
Capital Outlay (6600)	$678,240,156	2.9%
Total Operating Expend. by Function:	$20,583,380,937	100.0%
Instruction (11,95)	$11,830,068,827	57.5%
Instruct.-Related Services (12,13)	$611,977,662	3.0%
Instructional Leadership (21)	$284,266,388	1.4%
School Leadership (23)	$1,208,860,290	5.9%
Support Services-Student (31,32,33)	$902,584,499	4.4%
Student Transportation (34)	$577,963,515	2.8%
Food Services (35)	$1,149,708,322	5.6%
Cocurricular/Extracurricular (36)	$524,145,186	2.5%
Central Administration (41,92)	$859,513,754	4.2%
Plant Maintenance & Operations (51)	$2,304,705,440	11.2%
Security & Monitoring Services (52)	$114,988,867	0.6%
Data Processing Services (53)	$214,598,187	1.0%

Per Pupil Expenditures:	Amount
Total Expenditures	$5,853
Total Operating Expenditures by Function:	$5,217
Instruct. (11,95) & Inst. Leader. (21)	$3,071
School Leadership (23)	$306
Central Administration (41,92)	$218
Other Operating (12,13,31-36,51-53)	$1,622

Total Expend. for Community Services	$47,277,669
Total Expend. for Athletic Programs	$375,421,111

Statewide, districts budgeted $647,904,323 of TRS "on-behalf" expenditures.

The Special Revenue Funds (including SSAs) and the Capital Projects Funds have not been reported for budgeted data since 1996-97.

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District and Campus Performance

One of the major objectives of the Texas Education Agency is to support the accomplishment of the state's goals for public education by recognizing, rewarding, sanctioning, and intervening in school districts and campuses to ensure excellence for all students.

Accountability Ratings

The accreditation status for districts and the performance ratings for campuses are based on the academic excellence indicators required by law.

Accountability ratings for 1999 showed that more Texas school districts and campuses received high performance ratings (see Table 4.1 on page 64). The number of *exemplary* schools increased from 1,048 in 1998 to 1,120 in 1999. The number of *recognized* schools increased from 1,666 in 1998 to 1,843 in 1999. Legislation enacted in 1993 required the establishment of the accountability system, which is now in its seventh year of implementation. The number of *exemplary* and *recognized* schools has increased each year, with more schools receiving *exemplary* and *recognized* ratings in 1999 than in any of the previous six years.

District accreditation ratings showed similar improvements: in 1999, 122 districts received *exemplary* ratings, compared to 120 in 1998. Another 383 districts were rated *recognized* in 1999, compared to 329 in 1998.

Schools and districts earned higher ratings in 1999 even though the number of students included in the accountability ratings increased. In 1998, 91.1 percent of the students in Grades 3-8 and 10 participated in the TAAS. In 1999, the percentage of students taking the TAAS fell to 89.3 percent as exemption rates for students in special education increased. However, 192,284 more students were included in the accountability system in 1999 than in 1998. For the first time, students enrolled in special education who took the TAAS and students in Grades 3 and 4 who took the reading and mathematics portions of the Spanish TAAS were included in the accountability ratings.

The record number of high performance ratings was achieved despite the tougher standards used to rate districts and campuses. In 1995, 25 percent of all students and each student population group (African American, Hispanic, White, and economically disadvantaged students) were required to pass the TAAS in order for the campus or district to be rated *acceptable*. That standard rose to 30 percent in 1996, to 35 percent in 1997, to 40 percent in 1998, and to 45 percent in 1999.

The standard for achieving *recognized* status increased from 70 percent of all students and each student population group passing TAAS in 1995 and 1996, to 75 percent passing in 1997, and to 80 percent in 1998 and 1999. Standards for dropout rate and student attendance have remained constant.

The standard for achieving *exemplary* status has remained constant. At least 90.0 percent of all students and each student population group must pass each subject area of the TAAS, the dropout rate for all students and each student group must be 1.0 percent or less, and the attendance rate must be 94.0 percent or higher.

Even though the standard for the percentage of students passing the TAAS increased annually, the number of *low-performing* campuses and districts decreased from 1995 to 1999. The number of campuses rated *low performing* decreased from 267 in 1995 to 95 in 1999. In 1995, 34 districts were rated *accredited warned;* seven were *academically unacceptable* in 1999. In addition, four districts were rated *unacceptable* by action of the Commissioner of Education as a result of the findings of a special accreditation investigation (SAI) in 1998 and 1999. The *unacceptable: SAI* rating for one of those districts (Wilmer Hutchins ISD) was changed to *academically acceptable* in November 1998. Another district (Asherton ISD) was annexed in July 1999, leaving two districts (Kendleton ISD and Lakeview ISD) rated *unacceptable: SAI* as of October 1, 1999.

Concerns about the accuracy of some accountability information reported by school districts led to the creation of two new rating categories for the

1999 ratings — *unacceptable: data quality* for districts and *acceptable: data issues* for campuses. Three districts, Austin ISD, Quitman ISD, and Ysleta ISD, received the new low rating because the dropout information turned in by the districts was so severely flawed the agency could not be assured of its accuracy and completeness. Because the flawed data directly affected the ratings of all secondary education campuses in Austin and Ysleta, 36 middle schools, junior highs, or senior high schools in these districts were given the new rating of *acceptable: data issues*. In addition, the Special Data Inquiry Unit is conducting investigations of data quality in 14 other districts, which may result in rating changes.

Table 4.1
District and Campus Accountability Ratings

Campus Ratings	**1995**	**1996**	**1997**	**1998**	**1999**
Exemplary	255	394	683	1,048	1,120
Recognized	1,004	1,309	1,617	1,666	1,843
Acceptable	4,347	4,127	3,679	3,365	3,148
Acceptable: Data Issues					36
Low Performing	267	108	67	59	95
Alternative Campus Ratings		**1996**	**1997**	**1998**	**1999**
Acceptable		157	285	316	354
Needs Peer Review		106	46	67	24
District Ratings	**1995**	**1996**	**1997**	**1998**	**1999**
Exemplary	14	37	65	120	122
Recognized	137	209	321	329	383
Acceptable	860	788	650	585	524
Academically Unacceptable	34	8	4	6	7
Unacceptable: SAI		2	3	2	3
Unacceptable: Data Quality					3

The TEA has implemented optional alternative accountability procedures, developed in 1994-95, for alternative campuses that serve long-term students (those in attendance 85 days or longer). Ratings for alternative campuses are based on student performance on TAAS, dropout rates, course completion rates, attendance, General Educational Development (GED) completion rates, and/or dropout recovery rates. In 2000, the alternative procedures will include criteria for commendable ratings.

The alternative accountability procedures rate schools that fail to meet targeted campus performance objectives as *needs peer review*. In 1998, 383 campuses were rated through the alternative accountability procedures; in 1999, that number fell to 378. The number of alternative campuses rated *acceptable* increased from 316 in 1998 to 354 in 1999. The number of alternative campuses rated *needs peer review* decreased from 67 in 1998 to 24 in 1999.

The TEA established a Special Data Inquiry Unit in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. During the 1997-98 school year, the unit conducted 230 campus investigations. Ninety-one campuses were investigated for excessive exemptions and absences on TAAS, and 76 campuses were investigated due to high numbers of student withdrawals. In addition, unit staff investigated 63 campuses whose ratings were based on less than 40 percent of the student populations eligible for TAAS. During the 1998-99 school year, the unit conducted 144 campus investigations. Fifty-three campuses were investigated for excessive exemptions and absences on TAAS, and 62 campuses whose ratings were based on less than 40 percent of the student population eligible for TAAS. In addition, unit staff conducted desk audits on 12 campuses identified as first-year *low performing* due to a high dropout rate. The unit also made on-site visits to the 17 first generation open enrollment charter schools. As a result of the implementation of the leaver record, the focus of investigations for high numbers of student withdrawals changed to a review of high numbers or percentages of underreported student leavers. Seventeen districts are scheduled for this new type of investigation in fall 1999.

The 1996-97 school year marked the first year of operation for 17 open enrollment charter schools approved by the State Board of Education. All charter schools are held accountable for student performance on TAAS. Depending on the student population served, charter schools may choose to be rated through the standard rating process or

the alternative accountability procedures. All open enrollment charter schools receive a *not rated (charter)* rating after the first full year of operation. The following year, charter schools are rated through the regular accountability or alternative accountability procedures, as appropriate.

Seventeen charter schools were rated for the first time in 1998 (See Table 4.2). Of the ten charter schools rated through regular procedures in 1998, one was rated *recognized*, seven were rated *acceptable*, and two were rated *low performing*. Of the seven charter schools rated through alternative procedures in 1998, two were rated *acceptable* and five were rated *needs peer review*.

In 1999, 21 open enrollment charter schools received accountability ratings. Of the 15 charter schools rated through regular procedures in 1999, two were rated *exemplary*, three were rated *recognized*, seven were rated *acceptable*, and three were rated *low performing*. Of the six charter schools rated through alternative procedures in 1999, five were rated *acceptable* and one was rated *needs peer review*.

On-site evaluations were conducted during the 1998-99 school year for the 17 charter schools receiving ratings for the first time in 1998. Two charter school receiving ratings for the first time in 1999 will be visited by the Special Data Inquiry Unit during the 1999-2000 school year. Three charter schools rated *low performing* and one rated *needs peer review* in 1999 will be visited by the Division of Accountability Evaluations.

Framework for Interventions

The agency has developed a framework for multi-year sanctions and interventions for first-, second-, third-, and fourth-year *academically unacceptable* districts and *low-performing* campuses. Interventions and sanctions for *academically unacceptable* districts and *low-performing* campuses include the issuance of public notice and the provision of a public hearing by the local board of trustees; submission of a local improvement plan for state review; and an on-site peer review. Additional sanctions or interventions may include Education Service Center (ESC) support; a hearing before the commissioner or designee; assignment of an intervention team; assignment of a master, monitor, or management team; or appointment of a board of managers.

Table 4.2
Charter School Accountability Ratings

	1998	1999
Exemplary	0	2
Recognized	1	3
Acceptable	7	7
Low Performing	2	3
AE: Acceptable	5	5
AE: Needs Peer Review	2	1

AE = Alternative Education

For third- and fourth-year *low-performing* campuses, interventions and sanctions include the issuance of public notice and the provision of a public hearing by the local board of trustees; submission of a local improvement plan for state review; and a hearing before the commissioner or designee. Results of the hearing will determine the need for additional sanctions and interventions.

For districts or campuses that are rated *academically unacceptable* or *low performing* in consecutive years, members of the peer evaluation team that visited the campus the previous year will visit the district or campus again when possible.

1998 Ratings

Six districts were designated as *academically unacceptable* in 1998 due to low performance on TAAS or high dropout rates. The status of two other districts remained *unacceptable* due to the findings of special accreditation investigations (SAI). Four *low-performing* campuses were in the *academically unacceptable* districts. An additional 53 *low-performing* campuses were located in 29 other districts. Two open enrollment charter schools were also rated *low performing*. On-site visits were conducted in the first 17 open enrollment charter schools that opened during the 1996-97 school year and received ratings in 1998. On-site peer review accreditation visits were conducted in three *academically unacceptable* districts and 40 *low-performing* campuses. Twelve campuses rated *low performing* and one district rated *academically unacceptable* due solely to a high dropout rate submitted self-evaluations and improvement plans for desk audit. Appeals were granted to cancel the on-site visit to three *low-performing* campuses and to modify the on-site visit to two *academically unacceptable* districts and one *low-performing* campus.

Academically Unacceptable Districts

Anahuac
Ft Hancock
Kenedy
Marietta*
McDade REC in 99
Novice REC in 99

Unacceptable: SAI Districts

Asherton
Kendleton

Low-Performing Campuses

Amarillo ISD

Caprock High School
Houston Middle School
Tascosa High School

Austin ISD

Blackshear Elementary LP in 99
McCallum High School
Special Placement Center LP in 99
Travis Heights Elementary

Big Sandy ISD

Big Sandy High School REC in 99

Bloomington ISD

Bloomington Elementary REC in 99

Cleveland ISD

Cleveland High School LP in 99

Connally ISD

Alternative Center

Corpus Christi ISD

Miller High School

Dallas ISD

Arcadia Park Elementary
City Park Elementary
J. Q. Adams Elementary
Justin F. Kimball High School
Learning Alternative Center E Y
Maple Lawn Elementary
Roosevelt High School
South Oak Cliff High School
Urban Park Elementary
W. W. Samuell High School

Floydada ISD

R. C. Andrews Elementary

Fort Bend ISD

Lawrence E. Elkins High School

Fort Worth ISD

James Middle School

Ft. Hancock ISD

Fort Hancock School

Galveston ISD

San Jacinto Elementary*

George I. Sanchez Charter School

George I. Sanchez High School NPR in 99

Goodrich ISD

Goodrich Elementary* LP in 99

Houston ISD

Bridge High School
Centripet Project Middle School
Community Services-Sec LP in 99
Gregory-Lincoln Education Center
McReynolds Middle School
North District Alternative Elementary
Piney Point Elementary
Rice School (Grades 6-8)

Irving ISD

Irving High School

Malakoff ISD

Malakoff High School REC in 99

Marfa ISD

Redford Elementary*

Marietta ISD

Marietta Elementary*

McDade ISD

McDade Elementary REC in 99

Novice ISD

M. Jones/L. Rose REC in 99

Port Arthur ISD

Jefferson High School*

Premont ISD

Premont Central Elementary

Roxton ISD
Roxton Elementary REC in 99

San Angelo ISD
Central High School

San Antonio ISD
Connell Middle School
Washington Elementary*

San Augustine ISD
San Augustine Elementary

Seguin ISD
Ball Elementary

Smithville ISD
Smithville Junior High

Southside ISD
Southside Alternative Center

Temple ISD
Lanier Elementary
Wheatley Elementary*

Tyler ISD
Glenwood Alternative Middle School
T. J. Austin Elementary

Victoria ISD
Stroman High School

Waco Charter School
Waco Charter School

Seven (11.9 percent) of the above listed campuses were second-year *low performing* in 1998. No campuses were rated *low performing* for the third or fourth consecutive year in 1998.

Key to Symbols

* The campus was rated *low performing* or the district was rated *academically unacceptable* for the second consecutive year in 1998.

REC in 99 The district or campus rating improved to *recognized* in 1999.

LP in 99 The campus rating remained *low performing* in 1999.

NPR in 99 The campus was rated *needs peer review* in 1999 through alternative accountability procedures.

Alternative Campuses rated *Needs Peer Review*

In 1998, 383 campuses and open-enrollment charter schools received ratings under the alternative accountability procedures. Of these, 316 (82.5 percent) were rated *acceptable*, and 67 (17.5 percent) were rated *needs peer review*. In shared services arrangements, one alternative campus serves students from all member districts. Each member district receives a rating for the alternative campus. Therefore, although several districts receive *needs peer review* campus ratings, only one alternative campus rated *needs peer review* receives an on-site peer review accreditation visit.

On-site reviews were conducted at 50 alternative campuses and 5 open enrollment charter schools rated *needs peer review*. Five appeals were granted to cancel the on-site visit to alternative campuses rated *needs peer review*.

An additional 16 schools were identified as *needs peer review* and received a site visit during the 1998-99 school year. Because these schools enrolled students after the submission of the fall enrollment report through PEIMS, they are not listed below and their ratings were not included in the total counts of campuses rated in 1998.

Academy of Transitional Studies Charter School
Academy of Transitional Studies LP in 99

Aldine ISD
Night High School

American Institute for Learning Charter School
American Institute for Learning
High School

Austin ISD
ACC/Robbins Academy LP in 99

Breckenridge ISD
Breckenridge Alternative Center

Bronte ISD
Juvenile Detention Center NPR in 99

Building Alternatives Charter School
Building Alternatives Charter School

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Canadian ISD
Canadian Alternative School

College Station ISD
Timber Academy

Corpus Christi ISD
Alternative High School Center

Cotulla ISD
Juvenile Justice Center

Culberson County-Alamoore
Eagle Mountain Academy

Dallas Can! Academy Charter School
Dallas Can! Academy

Dimmitt ISD
Dimmitt Alternative Center

Ector County ISD
Odessa High School/School-Within-A-School

Edgewood ISD
Competency Based High School

Edinburg Consolidated ISD
Cooperative Alternative Program
Edinburg Academy

El Paso ISD
School-Age Parent Center

Fort Worth ISD
Middle Level Learning Center

Fredericksburg ISD
Alternative School

Galveston ISD
Alternative School LP in 99

Georgetown ISD
Chip Richarte Learning Center

Gonzales ISD
Gonzales Alternative Campus

Houston ISD
Employment Training Center LP in 99
Foley's Academy
Houston Community College Alternative LP in 99
Language Acquisition Transitional Program
Leap, Inc. LP in 99
McCardell Academy LP in 99
Ninth Grade Skill Enhancement Center
Read Commission
Seaborne
Terrell Alternative Middle School
Youth for Education and Success LP in 99

Information Referral Resource Assistance Charter School
Information Referral Resource Assistance, Inc. LP in 99

Iraan-Sheffield ISD
TYC Sheffield Campus

Kaufman ISDFA
Mabank ISDMD
Accelerated Learning Center

Killeen ISD
Bell County Juvenile Detention Center NPR in 99

Lamar Consolidated ISD
Place (16-21)

Lamesa ISD
Alternative Center*

Lockhart ISD
Pride School

Mercedes ISD
Mercedes Alternative Educational Center

Pecos-Barstow-Toyah ISD
Carver Alternative Education Center

Poteet ISD
ACES

Roma ISD
Instructional and Guidance Center NPR in 99

San Antonio ISD
Healy-Murphy Center

San Elizario ISD
San Elizario Alternative Center

Schertz-Cibola-Universal City ISD
Enhanced Learning Center

Seguin ISD
Mercer & Blumberg Learning Center

Seminole ISD
Seminole Success Center

Slaton ISD
Instructional Center

South San Antonio ISD
Competency Based High School

Sweeny ISD
Sweeny Optional School

Trinity ISD
Trinity Evening High School

Waco ISD
Alternative School

Wall ISD FA
Bronte ISD MD
Eden Consolidated ISD MD
Grape Creek ISD MD
Miles ISD MD
Robert Lee ISD MD
Water Valley ISD MD
Fairview Accelerated Education Co-op

West Orange-Cove Consolidated ISD
West Orange-Cove Education Center

Ysleta ISD
Academy of Science and Technology*
Cesar Chavez Academy

Efforts to Improve Performance

Of the six districts rated *academically unacceptable* in 1998, four showed sufficient progress to receive an *academically acceptable* rating in 1999 and two (McDade ISD and Novice ISD) earned *recognized* ratings. Of the 59 campuses listed as *low performing* in 1998, 54 campuses (91.5 percent) were not on the 1999 list of *low-performing* campuses, four (6.8 percent) were rated *low performing* for the second consecutive year, and one (1.7 percent) was rated *low performing* for the third consecutive year. Six campuses (10.2 percent) rated *low performing* in 1998 showed sufficient progress to receive a *recognized* rating in 1999. Five of the seven campuses rated *low performing* for the second consecutive year in 1998 received *acceptable* ratings in 1999. One second-year *low-performing* campus (Wheatley Elementary in Temple ISD) was closed, and one (Goodrich Elementary in Goodrich ISD) was rated *low performing* for the third consecutive year in 1999.

Peer review teams visited *academically unacceptable* districts and *low-performing* campuses. Each review team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

Desk audits were conducted for campuses rated first-year *low performing* due solely to high dropout rates. The effectiveness of the desk audit is evident in the analysis of the 1998 and 1999 ratings. Only one of the 18 campuses (Jefferson High School in Port Arthur ISD) receiving a desk audit for dropouts in 1997 was rated *low performing* in 1998. The second-year *low-performing* rating was due to low TAAS performance, not a high dropout rate. In 1999, none of the 12 *low-performing* campuses receiving a desk audit were rated *low performing*; in fact, two of the 12 (Big Sandy High School in Big Sandy ISD and Malakoff High School in Malakoff ISD) received *recognized* ratings.

Key to Symbols

* The campus was rated *needs peer review* for the second consecutive year in 1998.

LP in 99 The campus was rated *low performing* in 1999 through regular accountability procedures.

NPR in 99 The campus was rated *needs peer review* in 1999 through alternative accountability procedures.

FA Fiscal agent. The alternative campus serves students from multiple districts in the shared services arrangement.

MD Member district of shared services arrangement. The alternative campus serves students from multiple districts in the shared services arrangement.

The commissioner assigned state intervention to improve student performance in three districts:

On April 12, 1996, the status of Wilmer-Hutchins ISD was lowered to *academically unacceptable*, and the commissioner assigned a monitoring team to assist the district in the areas of student performance, governance, and finances. The monitoring team was upgraded to a management team on June 6, 1996. The district was rated *academically unacceptable: SAI* on August 1, 1997. The commissioner removed the management team on November 9, 1997. In 1998, the district rating was *academically acceptable*, three campuses were *recognized*, and three were *acceptable*. However, the 1999 district rating was *academically unacceptable*, and two campuses were rated *low performing*. Four campuses were *acceptable*, and one was *recognized*.

Fox Technical High School, San Antonio ISD was assigned a monitor on August 28, 1997, following the release of the 1997 accountability ratings, which listed the campus *low performing* for the fourth consecutive year. The monitor worked closely with district and campus staff to improve TAAS performance and maintain a low dropout rate. In 1998, the campus was rated *acceptable* for the first time in five years. Its 1999 rating remained *acceptable*.

In 1998, Marietta ISD and Marietta Elementary were rated *academically unacceptable/ low performing* for the second consecutive year. Following the on-site visit, an instructional monitor was assigned to work with the one-campus district to improve student performance on TAAS. Marietta ISD was rated *academically acceptable* and Marietta Elementary was rated *acceptable* in 1999. The monitor continues to work with the district.

1999 Ratings

Seven districts were designated as *academically unacceptable* in 1999 due to low performance on TAAS or high dropout rates. Seven *low-performing* campuses were in the *academically unacceptable* districts. An additional 85 *low-performing* campuses were located in 39 other districts. Three open enrollment charter schools were also rated *low performing*.

In August 1999, three other districts were rated *unacceptable* due to the findings of special accreditation investigations (SAI). One of the three districts, Asherton ISD, was annexed to Carrizo Springs ISD by order of the commissioner. The status of the other districts, Kendleton ISD and Lakeview ISD, remained *unacceptable: SAI*. Three districts (Austin ISD, Quitman ISD, and Ysleta ISD) were rated *unacceptable* due to questions concerning the quality of data submitted to the agency. Thirty-six campuses in Austin ISD and Ysleta ISD were rated *acceptable: data quality* during a preliminary investigation.

On-site peer review accreditation visits are scheduled for *7 academically unacceptable* districts, *73 low-performing* campuses, and 3 open enrollment charter schools rated *low performing*. Twenty-three campuses rated first-year *low performing* due solely to a high dropout rate will submit self-evaluations and improvement plans for desk audit.

Academically Unacceptable Districts

Big Spring
Cleveland
Fabens
Goodrich
Hull-Daisetta
Three Rivers
Wilmer-Hutchins

Unacceptable: SAI Districts

Asherton[Annexed]
Kendleton
Lakeview

Key to Symbols

Annexed Asherton ISD was annexed to Carrizo Springs ISD effective July 1, 1999, by order of the commissioner.

Unacceptable: Data Quality Districts

Austin
Quitman
Ysleta

Low-Performing Campuses

Academy of Transitional Studies
Academy of Transitional Studies Charter School

Andrews ISD
Andrews High School

Athens ISD
Athens Middle School

Austin ISD
ACC/Robbins Academy
Blackshear Elementary*
Dobie Middle School[DA]
Govalle Elementary
Johnston High School
Lanier High School[DA]
Mendez Middle School
Palm Elementary
Pearce Middle School[DA]
Pecan Springs Elementary
Reagan High School[DA]
Special Placement Center*
Wooldridge Elementary

Axtell ISD
Methodist Home Boys Ranch
Waco Center for Youth

Beaumont ISD
Paul A. Brown Alternative Center
Price Elementary

Big Spring ISD
Big Spring High School

Buna ISD
Buna High School[DA]

Calvert ISD
W. D. Spigner Elementary

Clarksville ISD
Clarksville High School[DA]

Cleveland ISD
Cleveland High School*

Coldspring-Oakhust Consolidated ISD
Lincoln Junior High School

Conroe ISD
Anderson Elementary

Corpus Christi ISD
Broken Camp Residential

Dallas ISD
Bryan Adams High School
Julius Dorsey Elementary
Maria Moreno Elementary
North Dallas High School
Onesimo Hernandez Elementary
Oran M. Roberts Elementary
Priscilla L. Tyler Elementary
Sequoyah Elementary
Stevens Park Elementary

Denver City ISD
Excalibur GED/AEP[DA]

Eagle Pass ISD
EPHS – C. C. Winn Campus
Eagle Pass High School[DA]

Edinburg Consolidated ISD
Hargill Elementary

Faben ISD
Fabens High School

Galveston ISD
Alternative School[DA]

Goodrich ISD
Goodrich Elementary**

High Island ISD
High Island Middle School

Hitchcock ISD
Northside Elementary
Stewart Elementary

Key to Symbols

* The campus was rated *low performing* for the second consecutive year.

** The campus was rated *low performing* for the third consecutive year.

DA Desk audit. The first-year *low-performing* campuses whose ratings were due solely to a high dropout rate will receive a desk audit.

Houston ISD
- Attucks Middle School
- Black Middle School[DA]
- Community Services - Secondary*
- Concord Elementary
- Durham Elementary
- Employment Training Center[DA]
- Franklin Elementary
- Gulf Shores Alternative School[DA]
- Harper School
- HCC - Alternative[DA]
- Houston Accelerated Charter Academy
- Kashmere Gardens Elementary
- L E A P[DA]
- Lee Elementary
- McCardell Academy[DA]
- Scott Elementary
- Sherman Elementary
- Y E S[DA]

Hull-Daisetta ISD
- Hull-Daisetta High School

Lampasas ISD
- Challenger High School[DA]

Littlefield ISD
- Littlefield Instructional Center

Livingston ISD
- Livingston High School[DA]

Manor ISD
- Bluebonnet Trail Elementary

Mathis ISD
- Mathis High School[DA]

Mineral Wells ISD
- Mineral Wells High School[DA]

Morton ISD
- Morton Junior High School

New Braunfels ISD
- The NBISD Learning Center

North East ISD
- Alternative Middle School

North Forest ISD
- Fonwood Elementary
- Northwood Middle School
- Tidwell Elementary

Northside ISD
- Holmgreen Junior-Senior High School
- Northside Children Center
- Special Education Night School

One Stop Multiservice Charter School
- One Stop Multiservice High School

Pampa ISD
- Lamar Elementary

Quitman ISD
- Quitman High School[DA]

Renaissance Charter School
- Renaissance Charter High School

Roosevelt ISD
- Roosevelt Junior High School

Spring ISD
- Wunsche School

Taft ISD
- Alternative Ed Campus Shoreline

Tornillo ISD
- Tornillo High School

Waller ISD
- Waller Junior High School

Wilmer-Hutchins ISD
- Hutchins Academic Center
- Wilmer-Hutchins High School

Winona ISD
- Winona Elementary

Ysleta ISD
- Riverside High School[DA]
- Ysleta High School[DA]

Key to Symbols

* The campus was rated *low performing* for the second consecutive year.

** The campus was rated *low performing* for the third consecutive year.

DA Desk audit. The first-year *low-performing* campuses whose ratings were due solely to a high dropout rate will receive a desk audit.

Four (4.2 percent) of the above listed campuses were second-year *low performing*. One campus was rated *low performing* for the third consecutive year.

Alternative Campuses rated *Needs Peer Review*

In 1999, 378 campuses and open-enrollment charter schools received ratings under the alternative accountability procedures. In previous years, alternative campuses failing to meet approved standards were rated *needing peer review*; however, in 1999, the term was changed to *needs peer review*. Three hundred fifty-four (93.7 percent) of the campuses rated under the alternative procedures were rated *acceptable* and 24 (6.3 percent) were rated *needs peer review*. In shared services arrangements, one alternative campus serves students from all member districts. Each member district receives a rating for the alternative campus. Therefore, although several districts receive *needs peer review* campus ratings, only one alternative campus that *needs peer review* receives an on-site peer review accreditation visit.

On-site reviews will be conducted during the 1999-2000 school year at 22 alternative campuses and one open enrollment charter school rated *needs peer review*. Two appeals were granted to cancel the on-site visit to alternative campuses rated *needs peer review*.

Eleven additional schools were identified as *needs peer review* and will receive a site visit during the 1999-2000 school year. Because these schools enrolled students after the submission of the fall enrollment report through PEIMS, they are not listed below and their ratings are not included in the total counts of campuses rated in 1999.

Alief ISD
Alief Learning Center

Bandera ISD
Challenge High School

Bronte ISD
Juvenile Detention Center*

Brownfield ISD
Student Alternative Program NV

Burleson ISD
Burleson Alternative School

Corpus Christi ISD
Student Learning and Guidance Center
Teenage Mothers School

Fabens ISD
Fabens ALTA Program

Frenship ISD
Reese Educational Center

George I. Sanchez Charter School
George I. Sanchez High School*

Goose Creek Consolidated ISD
School Community Guidance Center

Huntsville ISD
Huntsville Alternative School

Killeen ISD
Bell County Detention Center*

La Vega ISD FA
China Spring ISD MD
Lorena ISD MD
Midway ISD MD
Waco ISD MD
OPTIONS

Liberty Hill ISD
Panther Academy NV

Northwest ISD
Denton Creek

Raymondville ISD
Raymondville Instructional Center

Key to Symbols

* The campus was rated *needs peer review* for the second consecutive year.

NV Appeal to cancel the on-site visit was granted.

FA Fiscal agent. The alternative campus serves students from multiple districts in the shared services arrangement.

MD Member district of shared services arrangement. The alternative campus serves students from multiple districts in the shared services arrangement.

Roma ISD
Instructional and Guidance Center*

Ropes ISD [FA]
Smyer ISD [MD]
Choices Alternative High School

Four (16.7 percent) of the above listed campuses were rated *needs peer review* for the second consecutive year. Fourteen alternative campuses, three rated *low performing* and 11 rated *needs peer review* in 1998, did not receive ratings in 1999 because student data were not attributed to these campuses. In most instances, the on-site visit in 1998-99 revealed that the campus did not meet criteria to be registered as an alternative school. Local decisions resulted in either closing the alternative campuses or attributing student data to a regular campus.

Monitors, Masters, and Alternative Interventions

During the 1997-98 and 1998-99 school years, 23 school districts and three open enrollment charter schools were assigned monitors or masters or received alternative interventions. (See Table 4.3 for a history of interventions in each district and charter school.)

As of October 1, 1999, six of the 23 districts and none of the open enrollment charter schools were assigned state intervention. One of the six districts was *recognized* with a monitor (Lipan), four were *academically acceptable* with monitors (La Pryor, Marietta, River Road, and Robstown), and one was *unacceptable: SAI* (Kendleton).

The Texas School Improvement Initiative targets for improvement those districts and campuses that do not satisfy the performance standards as defined by the commissioner. Performance standards are directly tied to the public education academic goals listed in the Texas Education Code, Section 4.002.

Agency Contact Persons

For information on accountability ratings, Criss Cloudt, Associate Commissioner for Policy Planning and Research, (512) 463-9701.

For information on intervention, Karen Case, Associate Commissioner for Accountability and School Accreditation, (512) 463-8998.

Other Sources of Information

For an explanation of the accountability system, see the *1999 Accountability Manual* published by the Division of Performance Reporting, Department of Policy Planning and Research. The *1999-2000 Alternative Education Accountability Manual, Second Edition*, July 1999, published by the Division of Accountability Development and Support, Department of Accountability and School Accreditation, provides the most current information regarding procedures for rating alternative campuses.

For the most current information on accreditation interventions and sanctions, see *Status Report on the Accreditation, Interventions, and Sanctions of School Districts and Charter Schools* included in the agenda for each State Board of Education meeting.

Table 4.3
Monitors, Masters, and Alternative Interventions

Region	District	Change From	Change To	Date of Change
7	Alba-Golden	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	4/17/98 6/11/99
20	Asherton	Accredited	Accredited/Monitor Academically Unacceptable/Monitor Academically Unacceptable: SAI/Monitor Academically Unacceptable: SAI/Master Annexed to Carrizo Springs	3/21/96 8/1/96 8/1/97 3/9/99 7/1/99
2	Benavides	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	9/23/96 1/11/99
13	Burnet	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	3/18/99 8/3/99
20	Charlotte	Recognized	Recognized/Monitor Recognized	10/1/98 2/26/99
15	Christoval	Recognized	Recognized/Monitor Recognized	1/12/98 5/15/98
2	Driscoll	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	5/12/97 9/14/98
12	Emma L. Harrison	Charter School	Charter School/Master Charter School Charter Revoked	3/11/99 5/18/99 9/10/99
4	Girls & Boys Prep Academy	Charter School	Charter School/Monitor Acceptable/Monitor Acceptable	7/15/98 8/1/98 8/11/99
7	Karnack	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	11/4/98 3/18/99
4	Kendleton	Academically Acceptable	Academically Unacceptable/Monitor Academically Unacceptable: SAI/Monitor Unacceptable: SAI/Monitor Unacceptable: SAI	6/16/97 8/1/97 8/16/99 9/8/99
20	La Pryor	Academically Acceptable	Academically Acceptable/Monitor	3/15/99
4	Life's Beautiful Educational Centers of Texas, Inc. (LBEC)	Charter School	Charter School/Monitor Charter School	3/26/99 8/10/99
11	Lipan	Academically Acceptable	Academically Acceptable/Monitor Recognized/Monitor	1/11/99 8/16/99
8	Marietta	Academically Unacceptable	Academically Unacceptable/Monitor Academically Acceptable/Monitor	4/30/99 8/16/99

Table 4.3 *(continued)*
Monitors, Masters, and Alternative Interventions

Region	District	Change From	Change To	Date of Change
10	Midlothian	Academically Acceptable	Academically Acceptable/Peer Assistance Team Academically Acceptable	7/10/98 7/13/99
7	Mineola	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	2/13/97 9/11/98
11	Poolville	Academically Acceptable	Academically Acceptable/Monitor Recognized/Monitor Recognized	4/1/97 8/1/97 1/8/99
16	River Road	Academically Acceptable	Academically Acceptable/Monitor	5/25/99
2	Robstown	Academically Acceptable	Academically Acceptable/Monitor	4/30/99
20	San Antonio	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	8/28/97 5/8/98
2	San Diego	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	6/3/98 5/25/99
6	Trinity	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	3/26/98 9/30/98
5	Warren	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	8/4/97 9/30/98
7	Westwood	Academically Acceptable	Academically Acceptable/Monitor Academically Acceptable	6/8/98 4/28/99
10	Wilmer-Hutchins	Academically Acceptable	Academically Unacceptable/Monitors Academically Unacceptable/Management Team Academically Unacceptable: SAI/Management Team Academically Acceptable/Management Team Academically Acceptable	4/12/96 6/6/96 8/1/97 11/6/97 11/9/98

Deregulation and Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of the state's efforts to enable all students to achieve exemplary levels of performance.

Based upon this legislative direction, the Texas Education Agency (TEA) undertook a major effort to deregulate public education in this state. These actions include review and elimination of unnecessary State Board of Education (SBOE) rules, approval and support of open-enrollment charter schools, and removal of barriers to improved student performance by waiving provisions of federal and state laws. These actions to maximize local control support all four of the state's academic goals. These efforts also support the strategic plan goal of local excellence and achievement by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary performance in reading, and in the foundation subjects of English language arts, mathematics, science, and social studies.

Sunset Review of SBOE Rules

In accordance with the 1998-99 General Appropriations Act, which established a four-year sunset review cycle for all state agency rules, the TEA has initiated a sunset review of State Board of Education (SBOE) and commissioner of education rules. On March 27, 1998, the TEA filed with the Office of the Governor, Legislative Budget Board (LBB), and Secretary of State a review plan for all rules with effective dates before September 1, 1997. A revised plan was filed on September 25, 1998. The current sunset review plan for SBOE and commissioner of education rules is available on-line at www.tea.state.tx.us/rules/home/.

During the period of September 1997-August 1999, the TEA reviewed 177 rules, nearly 50 percent of the 358 rules that were in effect on September 1, 1997. The TEA readopted 53 rules and repealed 124 rules. In addition, the TEA adopted 14 new rules.

Senate Bill 178, 76th Texas Legislature, 1999, amended the Texas Government Code by adding §2001.039, which codifies the review of existing state agency rules. Rules with effective dates on or after September 1, 1997, must be reviewed no later than four years after their respective effective dates.

Open-Enrollment Charter Schools

To further promote local initiative, the 1995 revision of the Texas Education Code established a new type of school, known as an open-enrollment charter school. Charter schools are subject to fewer state laws than other public schools and capitalize on innovative and creative approaches to educating students. In 1996, the SBOE authorized 20 charter schools. In 1997, the 75th Legislature granted the board the authority to approve 100 additional open-enrollment charters and an unlimited number of open-enrollment charters to serve students at risk of dropping out of school. The board approved guidelines for the second generation of open-enrollment charters in July 1997. In 1998, the board awarded 141 additional charters, of which 42 were granted to primarily serve students at risk of dropping out of school. In March, 1999, the board awarded nine more charters in this category. In total, 170 charters have been awarded by the SBOE, of which three are no longer effective. As of September 1999, 154 charter schools were operating.

Charter schools are being monitored and accredited under the statewide testing and accountability systems. Like school districts, charter schools are rated based on Texas Assessment of Academic Skills (TAAS) performance, attendance rates, and dropout rates. Charters are granted for a period of five years, with renewal dependent on performance. In addition to evaluation under the statewide accountability system, charter schools are

evaluated annually by an independent evaluation team.

Additional information about charter schools and charter school students may be obtained from the agency. Information derived from 1998-1999 school year data will be available after November 1, 1999.

State Waivers

While the revised Texas Education Code and the sunset review of SBOE rules have greatly enhanced local authority, school districts and campuses continue to seek waivers from state laws and rules they believe impede efforts to improve student performance. During the 1999 fiscal year, the commissioner of education granted 1,286 general state waivers (see Table 5.1).

The type of waiver most frequently requested allows a district or campus to modify its calendar to make additional time available for staff development. For the 1998-99 school year, the commissioner of education approved 470 waivers granting a maximum of three days for general staff development. These waivers for additional general staff development accounted for 36.5 percent of the general state waivers approved in fiscal year 1999. To encourage staff development related to reading/language arts, the commissioner approved an additional waiver day for staff development related to reading/language arts and/or an additional waiver day for staff development related to mathematics. A total of 67 districts requested one or both of these additional days for staff development.

Table 5.1
General State Waivers Approved in 1998-99

Type	1998-99
Staff Development	470
Staff Development For	
Reading/Language Arts	18
Reading/Language Arts-Mathematics	41
Mathematics	8
Course Requirement	56
Certification	123
Modified Schedule	
AEP	32
TAAS	89
Student Identification/Gifted and Talented	32
Early Release Days	324
Other Misc. Waivers	93
Total General Waivers Approved	**1,286**

The number of 1999 approved general state waivers (1,286) decreased substantially from the 1998 fiscal year number (2,040). The decrease is attributable to the increased local control provided to districts through changes in board rules. The new rules eliminate the need for districts to request waivers for several course substitutions. These changes provided districts with the flexibility to meet the needs of their students and communities locally.

The overall impact of general state waivers may be seen in improved student educational performance statewide, including rising TAAS scores and gains in the number of campuses and districts achieving *exemplary* status under the state's accountability rating system. In fiscal year 1999, the number of *exemplary* districts increased to 122 districts, or to 11.7 percent of the total, and the number of *exemplary* campuses increased to 1,120, or to 16.5 percent of the total campuses. The comparable numbers for fiscal year 1998 were 120, or 11.5 percent of the districts, and 1,048, or 15.7 percent of the campuses. Texas Education Code §39.112, automatically exempts any school district or campus that is rated *exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined.

Education Flexibility Partnership Demonstration Program (Ed-Flex) Status

Under Ed-Flex, districts may receive relief from certain federal requirements. Texas is one of 12 states participating in this pilot program. As an Ed-Flex state, the commissioner of education may grant waivers of specified federal laws. Districts seeking to remove federal barriers to improved

student performance may apply for an Ed-Flex waiver. Waivers may be granted for provisions of federal law related to the administration of covered federal programs, called administrative Ed-Flex waivers, or provisions of federal law related to the design and delivery of covered federal programs, called programmatic Ed-Flex waivers.

At the end of the 1999 fiscal year, there were 505 districts with programmatic Ed-Flex waivers in effect. The most frequently requested programmatic waiver allows campuses to operate schoolwide programs under Title I, Part A. This waiver applies to campuses that are eligible for Title I, Part A services, but which do not have at least 50 percent of their students enrolled in the free-and-reduced price lunch program. The waiver allows campuses to coordinate most federal fund sources and to serve any student on the campus who needs additional assistance in achieving the state's performance standards. Other frequently requested waivers allow use of up to 25 percent of Title II Eisenhower professional development funds in reading/language arts and in social studies, and elimination of the 33 percent local cost share requirement for the Title II Eisenhower professional development program.

Two new statewide programmatic waivers were adopted during the 1999 fiscal year. Both waivers provide additional flexibility to districts in the use of the new Title VI Class Size Reduction Program funds. One waiver allowed districts to apply directly for Class Size Reduction Program funds to hire a teacher, rather than having to apply for the funds through a consortium. This waiver allowed more districts to take advantage of the funds in a more efficient manner. A total of 87 districts requested this waiver as of August 31, 1999. Additionally, 54 districts requested a waiver to use Class Size Reduction Program funds at the kindergarten level. Without this waiver, initial use of the funds would be restricted to grades one through three.

During the 1998 fiscal year, the commissioner of education used his Ed-Flex authority to grant three administrative statewide waivers to every district without the need for individual application. Consequently, districts are able to receive the benefits of the administrative Ed-Flex waivers without any additional administrative burden.

The overall effect of Ed-Flex waivers is reflected in the increase in student performance statewide, including rising TAAS scores and gains in the number of districts with Ed-Flex waivers achieving exemplary status under the state's accountability rating system. Of the 122 districts achieving exemplary status in 1999, 64, or 52.5 percent, received one or more Ed-Flex programmatic waiver. In 1998, the comparable number was 57, or 48.0 percent.

Agency Contact Persons

For information on the sunset review of SBOE rules, Criss Cloudt, Associate Commissioner for Policy Planning and Research, (512) 463-9701.

For information on charter schools, Robert Muller, Associate Commissioner for Continuing Education and School Improvement Initiatives, (512) 463-9354.

For information on general state waivers and federal Ed-Flex waivers, Carol V. Francois, Associate Commissioner for the Education of Special Populations, (512) 463-8992.

Other Sources of Information

For a list of general state waivers granted by the commissioner of education, see the waiver report included in the agenda for each SBOE meeting. For additional information on the sunset review of board rules, state waivers, and federal Ed-Flex waivers, see the agency's home page at www.tea.state.tx.us.

Texas Education Agency Funds and Expenditures

The Texas Education Agency will administer almost $14 billion in state and federal funds during the 1999-2000 school year (fiscal year 2000). This is a significant increase over fiscal 1999 when the agency administered $11.3 billion in state and federal funds. The funding increase is largely due to the major legislative initiatives contained in Senate Bill (SB) 4, which, among other provisions, financed a $3000 annual salary increase for every teacher, counselor, librarian and nurse in the Texas public schools. SB 4 also increased the state share of public education. State and federal sources now fund over 50 percent of the total cost of public education in Texas. It is important to note that the agency does not administer local school district funds generated through property tax assessments.

New Programs to Improve Student Achievement

The 76th Texas Legislature aggressively debated and passed a significant number of new grant programs for Texas students. The agency will be responsible for administering over $230 million in new or expanded grant programs over the next biennium. The programs include a $25 million After-School Initiative aimed at middle school students, as well as $85 million focused on preventing student retention in 9th grade. Academic achievement in lower grades also continues to be a focus of legislative funding initiatives; the Governor's Texas Reading Initiative program will be funded at $50 million over the biennium, with an additional $29 million allocated to the early childhood "Ready to Read" program, Head Start and the new Master Reading Teacher initiative. The Investment Capital Fund, a grant program aimed at increasing parental involvement in the public schools, received a funding increase to $14 million for the biennium. Finally, the legislature funded the Advanced Placement grant and reimbursement program at $21 million for the biennium.

In addition to the state grant programs funded by the 76th Legislature, the United States Department of Education will also fund three significant new programs through the agency including the $97 million federal class size reduction initiative, the $36 million Reading Excellence Act and the $25 million GEAR-UP grant, focused on college preparatory work.

New and Expanded State Programs for Public Education (biennium 2000-2001)	
9th Grade Basic Skills	$85 million
Texas Reading Initiative	$50 million
Texas After-School Initiative	$25 million
Advanced Placement	$21 million
Investment Capital Fund	$14 million
Head Start	$12 million
Master Reading Teachers	$12 million
Early Childhood "Ready to Read"	$ 2 million

Major Funding Initiatives: Prekindergarten, Kindergarten and Student Success

The agency will also administer two major funding initiatives in the areas of early childhood education and reading proficiency. The legislature appropriated $200 million as an economic incentive to increase enrollment in state prekindergarten and kindergarten programs. This funding is above and beyond the Foundation School Program support of kindergarten programs. In addition, the legislature appropriated $173 million to the Student Success Initiative. This initiative focuses resources on teaching children to read in the early grades. It is a goal of the legislature, and of the State Board of Education and this agency, that all children will demonstrate reading proficiency on the 3rd grade TAAS assessment. The Student Success Initiative provides funds for teacher training, student remediation and instruction in reading and more opportunities for students to pass the 3rd grade TAAS reading assessment. The initiative is a "ground up" approach that will be fully imple-

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mented when the fall kindergarten class of 1999 reaches the 3rd grade.

The Foundation School Program

The major funding source administered by the agency remains the Foundation School Program (FSP). The FSP represents the major state education funding source, allocated to school districts through funding formulas based upon average daily student attendance and adjusted for local tax effort. For the 1999 fiscal year, FSP expenditures amounted to almost $9.7 billion in state funds. Fiscal year 2000 FSP appropriations amount to just under $10.8 billion — an increase of roughly 11 percent. Also included in the General Appropriations Act is an estimate of appropriated attendance receipts in the amount of some $461 million. Finally, the foundation program includes $173 million in the instructional facilities allotment for FY 2000 and $223 million for 2001, an increase of $196 million over the past biennium. See Figure 6.1

Sources of Funds

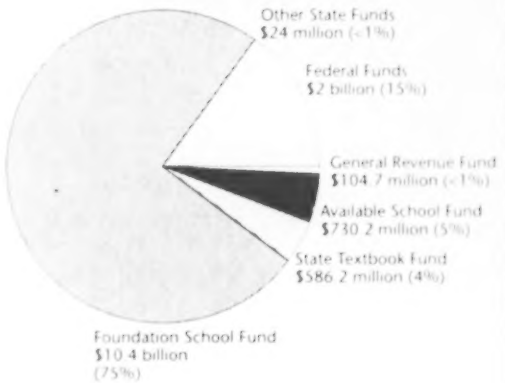
While the Foundation School Fund is the major funding source administered by the agency, accounting for almost 75 percent of the agency's administered funds, there are also other significant state and federal fund sources to take into account. The FSP is augmented by some $730 million from the Available School Fund. This revenue is generated by the Texas Permanent School Fund, a $20 billion public education endowment.

There is a significant amount of state funding dedicated to instructional materials. For FY 2000, the State Textbook Fund is budgeted at $586 million, or about 4 percent of the agency budget. Other General Revenue funds in the amount of just over $100 million round out the state portion of the agency program budget.

Federal sources make up roughly 15 percent of agency funds. The U.S. Department of Education will allocate approximately $1.33 billion to Texas in FY 2000. The majority of federal funding comes from the Title I grant, targeting economically disadvantaged students and the Individuals with Disabilities in Education Act (IDEA), targeting students in special education programs.

Figure 6.1 Sources of Funds

1999-2000



The other component of federal funding is the free and reduced price lunch and breakfast programs administered by the agency through the U.S. Department of Agriculture. These child nutrition programs are budgeted at about $714 million for FY 2000.

Agency expenditures presented in this chapter are linked to the goals, strategies and objectives of the agency strategic plan (Table 6.1 on page xx). The agency's strategic plan structure is detailed at the conclusion of the chapter with expenditures reflected at the strategy level.

Agency Operations

The agency consistently ranks among the states as one of the most efficient state departments of K-12 public education. With over 1000 school districts and 844 full time equivalent employees (FTE), the agency increasingly relies on technology and the innovation and creativity of program staff to carry out its mission.

In 1998, the agency was recognized by the American Productivity Council and the Education Commission of the States as a "Best Practice Partner." The recognition was, in part, a reflection of the agency's ability to undertake successful change management and respond positively to a challenging environment. The agency downsized from 1144 FTE in FY 1995 to 834 FTE by FY 1998. With

an increasing confidence in local control of school districts and a less-regulated environment for school administrators, the smaller agency staff has focused on its core mission of accountability for student outcomes with great success.

The agency administration will face challenges in the coming year stemming from the implementation of all of the new funding programs approved by the 76th legislature, as well as the continuing support given to the expanding open-enrollment charter school populations. With an emphasis on "working smart" through technological tools such as ISAS and the development of a new Foundation School Program payment system, along wtih an increased emphasis on risk-based monitoring of school district programs and finances, the agency stands ready to meet those challenges.

Agency Contact Persons

Bill Monroe, Chief of Operations, (512) 463-9437
Shirley Beaulieu, Coordinator for Financial Management and Control (512) 475-3773
Adam Jones, Senior Division Director, Budget and Planning, (512) 463-9171

Other Sources of Information

FY 2000 Agency Annual Administrative and Program Strategic Budget

Texas Education Agency Post Implementation Evaluation Review: Integrated Statewide Administrative System (ISAS), July 7, 1999

Table 6.1
Expenditures Under TEA Goals, Objectives, and Strategies

Goal A

Standards of Achievement and Equity: The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability. (Texas Education Code §4.002)

	1998-99	1999-00
Strategy A.1.1. **Assessment**: The state's assessment system will continue to provide a basis for evaluating and reporting the extent to which the Texas educational system is achieving its goals for student performance.	$83,856,635	$66,356,482
Strategy A.1.2. **Accountability System**: Build the capacity of the state public education system by developing and implementing standards of district and campus accountability for the achievement of all students.	$2,500,000	$2,500,000
Strategy A.2.1. **Foundation School Program**: Operate an efficient and equitable school finance system, disburse Foundation School Program formula funding to school districts, and ensure that formula allocations are accounted for in an accurate and appropriate manner.	$9,574,671,659	$10,515,583,801
Strategy A.2.2. **Maximizing School Facilities**: Operate an equalized school facilities program and disburse facilities funds.	$136,592,116	$173,000,000
Strategy A.3.1. **Instructional Materials**: Provide students equitable access to instructional materials supporting the state's essential knowledge and skills.	$204,519,930	$583,769,002
Strategy A.3.2. **Technology**: Support the implementation of a statewide technological infrastructure for education; increase access to educational data; and encourage school districts to implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	$7,398,757	$43,594,604

Table 6.1 (continued)
Expenditures Under TEA Goals, Objectives, and Strategies

	1998-99	1999-00
Strategy A.3.3. **Improving Educator Performance**: Develop and implement professional development initiatives that encourage collaboration between K-12 and higher education and ensure all educators access to training and evaluation tied to the Texas Essential Knowledge and Skills.	$9,268,018	$9,800,024
1998-99 Total - Goal A $10,018,807,115	**1999-00 Total - Goal A** $11,394,603,913	
Goal B **Local Excellence and Achievement**: The state public education system will foster local innovation, support local authority, and encourage regional, district, and university efforts to ensure that each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies. (Texas Education Code, §7.021 and §7.055)		
Strategy B.1.1. **Instructional Excellence**: Build the capacity of school districts to plan and implement challenging early literacy, academic, advanced academic, career and technology education, and bilingual / English as a second language education programs to ensure all Texas students are prepared to gain entry level employment in a high-skill, high-wage job or continue their education at the post-secondary level.	$170,520,486	$285,567,407
Strategy B.2.1. **Program and Funding Flexibility**: Develop and implement, with regional education service centers and school districts, accelerated instruction programs that take full advantage of Texas' status as an Ed-Flex state.	$738,920,874	$759,645,978
Strategy B.2.2. **Students with Disabilities**: Build the capacity of regional education service centers, school districts, and service providers to develop and implement programs that ensure students with disabilities attain the state's goals of exemplary academic performance.	$359,807,899	$388,133,043
Strategy B.2.3. **Support Programs**: Build the capacity of the state public education system by developing and implementing the academic counseling and support service programs necessary for all students to demonstrate exemplary academic performance.	$35,958,727	$48,372,327

Table 6.1 (continued) Expenditures Under TEA Goals, Objectives, and Strategies		
Strategy B.2.4. **Child Nutrition Programs:** Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.	1998-99 $703,490,834	1999-00 $725,887,815
Strategy B.2.5. **Adult Education:** Build the capacity of the state public education system by encouraging school districts and service providers to improve adult education and literacy programs, improving the adult literacy rate, and implementing an accountability system for adult education.	$36,756,325	$40,021,086
Strategy B.2.6. **Windham School District:** Build the capacity of the Windham School District by ensuring that students are provided effective instructional and support services.	$57,712,213	$57,712,213
Strategy B.3.1. **Regional Training and Development:** The regional education service centers will facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	$55,470,935	$58,824,345
Strategy B.3.2. **Deregulation and School Restructuring:** Encourage educators, parents, community members, and university faculty and personnel to increase involvement in education, improve student learning, and develop and implement programs that meet local needs.	$96,579,677	$109,290,755
1998-99 Total - Goal B $2,255,217,970	**1999-00 Total - Goal B** $2,473,454,969	
Goal C **Texas Education Agency Operations:** The Texas Education Agency will fulfill its statutory responsibilities in building the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
Strategy C.1.1. **Accountability Operations:** Develop and implement standards of district and campus accountability for the student achievement and financial performance of districts by conducting research, reporting results, and responding to districts and campuses not meeting state standards.	1998-99 $10,687,120	1999-00 $10,990,776

Table 6.1 (continued) Expenditures Under TEA Goals, Objectives, and Strategies		
Strategy C.1.2. **School Finance System Operations**: Efficiently manage the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.	1998-99 $24,672,970	1999-00 $20,902,758
Strategy C.1.3. **Improving Instruction Operations**: Provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the state's essential knowledge and skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.	$8,922,753	$12,686,286
Strategy C.2.1. **Local Authority Operations**: Foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, and community members to develop programs that increase involvement in education, improve student learning, and meet local needs.	$5,431,258	$6,048,636
Strategy C.2.2. **Special Populations Operations**: Support access by all students to instructional programs based on the state's essential knowledge and skills.	$6,484,322	$7,800,810
1998-99 Total - Goal C $56,198,423	1999-00 Total - Goal C $58,429,266	
Goal D Indirect Administration		
Strategy D.1.1. Indirect Administration - Central Administration	1998-99 $10,487,454	1999-00 $9,083,390
Strategy D.1.2. Indirect Administration - Information Resources	$13,343,002	$15,737,839
1998-99 Total - Goal D $23,830,456	1999-00 Total - Goal D $24,821,229	
1998-99 GRAND TOTAL $12,354,053,964	1999-00 GRAND TOTAL $13,951,309,377	

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.

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